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**Актуальные проблемы
профессиональной сферы в современном мире**

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Актуальные проблемы профессиональной сферы в современном мире. Английский язык

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**«СКАЗКА О СПРАВЕДЛИВОЙ
ВОЙНЕ» В РЕПРЕЗЕНТАЦИИ
ГРАЖДАНСКОЙ ВОЙНЫ В
СИРИИ**

Преподаватель:

Ольховикова Ю.А.

Аннотация. В данной работе автор исследует особенности метафорической репрезентации гражданской войны в Сирии в печатных СМИ Великобритании.

Ключевые слова: метафора, метафорическая модель, метафорический сценарий.

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**«THE FAIRY TALE OF A JUST
WAR» IN THE
REPRESENTATION OF THE
SYRIAN CIVIL WAR IN
BRITISH NEWSPAPERS
Professor: Olkhovikova J.A.**

Abstract. In this article the author focuses on the specific means of metaphorical representation of the civil war in Syria in the British newspapers.

Keywords: metaphor, metaphoric model, metaphoric scenario.

About the Author: Bazgaradze Alexandr Viktorovich, student of the faculty for Philology and Mass communications.

Place of study: Nizhniy Tagil State Socio-pedagogical Academy.

Today the Syrian Civil War is one of the most popular topics of newspaper articles in the world press and in British newspapers in particular. The events in Syria are often described in newspapers with the use of metaphors and metaphoric models and scenarios which help to make people think about the Syrian crisis in the required way. That is why it is possible to see the view of the British journalists on the Syrian Civil War through the metaphors used in the articles of British newspapers concerning the events in Syria.

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George P. Lakoff, an American cognitive linguist, wrote in one of his research works about the metaphoric model named "The Fairy Tale of a Just War".

This model is used to justify setting off a war and to change people's opinion about the belligerents of a war.

As for the fairy tale, its cast of characters consists of a villain, a victim and a hero. From Lakoff's point of view, "The Fairy Tale of a Just War" has the following scenario:

- a crime is committed by the villain against an innocent victim;
- the hero decides to save the victim, despite all the difficulties;
- the hero tries to defeat the villain in battle;
- the hero wins and receives acclaim, the victim is rescued and victory is achieved (Lakoff 1991).

According to the metaphoric model, the hero is always moral and courageous, while the villain is amoral and vicious. The villain is evil and aggressive, he cannot be reasoned with, so the hero must defeat him. Depicting the villain a kind of a demon makes people believe that battle is the only way to save the victim and that the war is just and necessary.

Is the metaphoric model used in description of the Syrian Civil War in British newspapers? We will try to answer this question. And if the answer is positive, it will be possible to see the specific features of the application of this model to the representation of the Syrian uprising in the British press.

The analysis of the newspaper articles dealing with the civil war in Syria shows that Bashar al-Assad, the Syrian President, is depicted as the villain. He is blamed for the crisis in the country. Assad is characterized in British newspapers as a cruel and merciless tyrant:

*"The Russians are not today attached to the person of Bashar al-Assad. They clearly see he is **a tyrant and a murderer**" (The Telegraph, 15.06.2012)*

Metaphors with from source domain "**Blood**" are often used to describe Bashar al-Assad himself and his actions. It creates an impression that President of Syria is a savage murderer:

*"David Cameron was demanding the removal of Syria's president, Bashar al-Assad, claiming that he had **'blood on his hands'**"*

and that it was 'unthinkable' that he could play any part in Syria's future" (The Telegraph, 24.07.2013)

As for the victim, this role has positively been given to the Syrian people, to all Syrian citizens. In British newspapers emphasis is put on the suffering of ordinary people and on the great amount of dead people as a result of the Syrian Civil War:

"Many people accepted that arming the rebels could only escalate the violence and suffering" (The Daily Mail, 31.08.2013)

Sometimes Syria is represented as a victim in the British press. In this case Syria seems to be something which *is destroyed and torn to pieces*.

*"These days the people hate the Government and the rebels both for **having ruined** [Syria]" (The Independent, 31.01.2014)*

It is obvious who plays the roles of the villain and the victim in "The Fairy Tale of the Just War in Syria", but there is not much certainty about the role of the hero. Opinions vary on this point in British newspapers.

In some articles the opposition (Free Syrian Army, the Syrian Opposition Group) is considered to be the hero in the war, considered to be the only one who is able to put an end to Assad's "regime" in Syria. But other British journalists doubt if the opposition is reliable enough to be given the role of the hero:

*"The SNC [Syrian Opposition Group] is just **an umbrella group** of rival factions based outside Syria" (The Guardian, 12.07.2012)*

In British press there is also an opinion that it is West (the USA and the EU) who must make the villain (Bashar al-Assad) *stop torturing the victim* (Syrian people).

*"West must stop '**wringing our hands**' and protect Syrians from Bashar al-Assad, ex-prime minister of Great Britain [Tony Blair] says" (The Guardian, 26.08.2013)*

However, this statement also seems to be disputable in the British press.

To sum it up, we can make a conclusion that the civil war in Syria is described in the British press with the use of the metaphoric model "The Fairy Tale of a Just War". But only two parts of the necessary three parts are clearly observed in the articles of British news-

papers dealing with the Syrian Civil War. The Syrian President Bashar al-Assad is depicted as the villain, Syria (a country or all its citizens) is considered to be the victim, but the role of the hero is still vacant - opinions of British journalists vary on this point.

This fact proves that the British community feels difficulties in looking for a way out from the Syrian crisis. But there is no doubt that the view on Bashar al-Assad as a tyrant and murderer is typical of all most popular newspapers in Great Britain. These are the two main peculiarities of the representation of the Syrian Civil War in the British press.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Lakoff G. P. Metaphor and War: The Metaphor System Used to Justify War in the Gulf. – Linguistics Department, UC Berkeley: 1991.

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**РАЗВИВАЮТСЯ ЛИ
МЕТАФОРЫ?**

**НА ПРИМЕРЕ МЕТАФОРЫ
«СОЦИАЛЬНЫЙ ОРГАНИЗМ»**

Преподаватель: Походзей Г.В.

Аннотация. В статье рассматривается проблема развития концептуальной метафоры во времени.

Ключевые слова: метафора, социальный организм, концептуальная эволюция.

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**DO METAPHORS EVOLVE?
THE CASE OF THE SOCIAL
ORGANISM**

Professor: Pokhodzey G.V.

Abstract. The article deals with the development of conceptual metaphor in time.

Keywords: metaphor, social organism, conceptual evolution.

About the Author: Bazueva Anna, degree applicant of the Institute of Foreign Languages.

Place of study: Ural State Pedagogical University.

Judging from the numerous scientists' point of view collective entities, such as states and societies – are biological organisms. The article under consideration is written by Nico Mouton from Roskilde University examines a few short but spectacular episodes from the history of that metaphor in contrast to mappings made in one era with correspondences found in other epochs. It is spoken in detail the reasons why they differ.

The author gives a thorough analysis of the process in which the term of a 'social organism' evolved from its simple forms in ancient philosophy to its rather complex manifestations in the modern social sciences.

Furthermore Nico Mouton makes an attempt of reconsidering both Lakoff's decree that metaphors 'should *not* be thought of as processes' and his declaration that they should instead be seen as consisting of 'a *fixed* pattern of ontological correspondences across domains' (Lakoff, 1993:210, *emphasis added*). Special emphasis is

also laid on good reasons demonstrating the process of such reexamination.

Attention is drawn to the fact that metaphorical conceptual formations and their linguistic expressions are born, evolve and die.

All things considered the author comes to the conclusion a metaphor is often better understood as a dynamic process. In other words, a metaphor is evolving in time.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Nico Mouton. Do metaphors evolve? The case of the social organism // Journal of Cognitive Semiotics. – 2013. – № 1. – P. 312-348.

Бакалейщик П.М.

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ОНКОЛОГИЯ

Преподаватель: Коробкова Н.В.

Аннотация. Около 8 миллионов людей умирает по причине заболевания раком по всему миру. Более того, так называемое “Лекарство от рака” всё еще не найдено. Однако, существуют некоторые методы лечения рака на ранних стадиях.

Ключевые слова: онкология, рак.

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ONCOLOGY

Professor: Korobkova N.V.

Abstract. About 8 million people die because of cancer every year worldwide. More than that, the so called “Cure for cancer” has not been found yet. However, there are some ways of possible treatment in the early stages.

Keywords: oncology, cancer.

About the Author: Bakaleyshchik Pavel Mihailovich, student of the General Medicine faculty.

Place of study: Ural State Medical University.

Introduction. Nowadays, people suffer from a great amount of diseases and this fact means that some areas in medicine become incredibly needed. It is believed, that oncology is the most uncharted and problematic area for some reasons. First of all, malignant tumors are the most common cause of death in the world. About 8 million people die because of cancer every year worldwide. More than that, the so called “Cure for cancer” has not been found yet. The disease is so widespread that, according to the statistics, about 27000 people get the diagnosis-cancer every day and 1500 of them are from Russia.

Government starts to control the situation creating new hospitals, but without the sufficient financing nothing can be done in any sphere of medicine. There are some ways of possible treatment. The most important of them are surgical removal, chemotherapy and radiation exposure. Unfortunately, only two out of ten people are able to overcome the disease. According to the forecasts, the number

of cases of cancer will continue to grow from 14 million in last 2 years to 22 million in the next decade. Diagnostics in oncology get a wide development because of the most effective treatment of cancer being in the early stages. The most important for the health services is the Annual screening in hospitals.

The objective of this paper is to explain the phenomenon of oncological diseases onset in general, to outline some preventive methods and to show the image of an oncologist.

1. To begin with, oncology - is a particular branch of medicine which deals with different kinds of tumors. Tumors are divided in benign and malignant ones. Cancer refers to the malignant tumors. The formation of cancer tumors is not an easy process. Rapid creation of abnormal cells that grow beyond their usual boundaries, and which can then invade adjoining parts of the body and spread to other organs is a special sign of cancer. This process is called metastasis. The lungs, liver, brain, and bones are the most common metastasis locations. Metastatic tumors are very common in the late stages of cancer. The spread of metastasis may occur via the blood or the lymphatic system or through both routes. It is theorized that metastasis always coincides with a primary cancer, and, as such, is a tumor that started from a cancer cell or cells in another part of the body. However, over 10% of patients presenting to oncology units will have metastases without a primary tumor found.

2. Depending on the race we can talk about different common oncological tumors. There is a definite difference in the occurrence and course of cancer among people of different races. For example, white people likelihood of lung cancer is 55% lower than that of African Americans. The lowest exposure to oncological diseases due to smoking was recorded at U.S. citizens of Japanese descent and Hispanics. More than that, it is the fact that black women are 15% less likely to have the breast cancer than white women. A lot of scientists from different countries attribute this to the fact that people of different races and nationalities live the different way of living. However, people continue to explore this topic and there are many articles on the Internet related to it.

3. General statistics tell us about the importance of the prevention. About 30% of cancer deaths are caused by five major

risk factors that are associated with behavior and nutrition, such as high body mass index, inadequate consumption of fruits and vegetables, physical inactivity, tobacco and alcohol.

Firstly, smoking causes 22% of deaths. Tobacco in all its forms is very harmful. Tobacco smoke contains over 60 chemicals known to cause cancer. Certain chemicals in tobacco smoke damage an important gene called p53. The p53 gene is found in the nucleus of every cell in the human body and its main role is to prevent cancer cells evolving. Cigarette smoke is the main cause of p53 mutations in lung cancer. Lung cancer is the most common form of cancer caused by smoking. More than 80% of cases of lung cancer are due to smoking. Smoking also causes cancer of the tongue, mouth, throat, nose, voice box, pancreas, stomach, liver, kidney, bladder, ureter, bowel, ovary and bone marrow.

Secondly, obesity and lack of exercise may lead to esophageal cancer.

Several possible mechanisms are suggested to explain the association of obesity with increased risk of certain cancers. Fat cells produce hormones, called adipokines, that may stimulate cell growth or obese people often have increased levels of insulin and insulin-like growth factor-1 in their blood (a condition known as hyperinsulinemia or insulin resistance), which may promote the development of certain tumors.

Thirdly, scientists claim that drinking alcohol is a risk factor of occurrence

of the tumors. Drinking a lot may lead to the oral cavity, pharynx and larynx cancer. Alcohol generate reactive oxygen species (chemically reactive molecules that contain oxygen), which can damage DNA, proteins, and lipids (fats) through a process called oxidation.

4. Hopefully as a future oncologist I've got some thoughts about the peculiarities of such work. It means to understand the connection between the immune system and tumors, to have great surgical skills and anatomical knowledge, to be emotionally strong. The particularity of this work is that patients often lose their hope to overcome the disease. Their emotional state complicates the treatment. Doctors should be very polite and careful in dealing with

such patients. Good specialists always try to encourage and motivate them. There is another problem: if you feel sympathy towards the patients, what's the way not to give up as a doctor.

Conclusion. To sum it up, I would like to say that oncological diseases pose a serious threat to our modern society and the most effective way to avoid oncological diseases is to have a healthy lifestyle. Being active and doing sports keep our body stronger, eating fresh vegetables and fruits, thermal processing of meat and drinking enough water help us to get energy and stay full. Quitting smoking and moderate alcohol consumption may reduce the risk of cancer. Correct way of life is the key to health.

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ЗАПОЛНЯЕМОСТЬ ОТЕЛЯ

Преподаватель: Походзей Г.В.

Аннотация. Данная работа посвящена исследованию проблемы занятости номеров и кроватей и смыслу сезонных колебаний в отеле.

Ключевые слова: определять, удобства, вместимость, рентабельность, достигать, размеры.

Сведения об авторе: Белоусова Мария Дмитриевна, студентка ФТГС.

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HOTEL OCCUPANCY

Professor: Pokhodzey G.V.

Abstract. This work is devoted to the employment problem of rooms and beds, and the meaning of the seasonal fluctuations in hotel.

Keywords: determine, facilities, capacity, profitability, achieve, measurement.

About the Author: Belousova Maria Dmitrievna, student of the Faculty of Tourism and Hospitality.

Place of study: Ural State Pedagogical University.

I am going to give you a short review of the article under the title "Hotel Occupancy". This work is devoted to the employment problem of rooms and beds. The story can be divided into 2 parts.

At the beginning the author calls the reader's attention to the formula, which calculates employment of beds and according to it the hotel is very important for high load.

Next the narrator points out the main exponents which hotels have been using in the recent years, obtained from the annual surveys of the British Tourist Board. Then one must mention seasonal fluctuations. Overall, the available statistics demonstrate a substantial under-utilization of hotels over the year as a whole; only about a half of the available annual capacity is used.

In my opinion this article is of practical use, interest and primary value especially for those who plan to link their lives with the hotel business and make careers there.

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БИБЛИОГРАФИЧЕСКИЙ СПИСОК

S. Medlic., Profile of the Hotel and Catering Industry (second edition) Prepared with D.W. Airey, B.A., M.Sc.

Болдырева Д.А.

Екатеринбург, Россия

**ДОШКОЛЬНОЕ
ОБРАЗОВАНИЕ**

Преподаватель: Походзей Г.В.

Аннотация. В статье рассматриваются возможности получения дошкольного образования каждым ребенком в Америке. Существует также некоторая информация, касающаяся образовательных программ для детей младшего возраста, включая любые образовательные программы, которые обслуживают детей в дошкольные годы и предназначены для улучшения позже их успеваемости в школе.

Ключевые слова: дошкольное образование, образовательные программы для детей младшего возраста, недоступный, качество персонала, соответствующая среда, последовательное планирование, правильная групповая практика, привлечение родителей.

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**EARLY CHILDHOOD
EDUCATION**

Professor: Pokhodzey G.V.

Abstract. The paper deals with the opportunities of getting pre-school education by each child in America. There is also some information concerning early childhood education (ECE) programs including any type of educational program that serves children in the preschool years and is designed to improve later school performance.

Keywords: preschool education, early childhood education (ECE) programs, unaffordable, quality of staff, appropriate environment, consistent planning, correct grouping, practices, involvement of parents.

About the Author: Boldyreva Darya Alekseevna, student of the Institute of social education.

Place of study: Ural State Pedagogical University.

I would like to give you a short review of the article under the headline "Early childhood education" taken from the encyclopedia "Children's health".

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The story deals with the opportunities of getting pre-school education by each child in America.

The text can be divided into 12 parts. The beginning of the article is devoted to the definition of early childhood education (ECE) and its description.

Next there is some information concerning early childhood education (ECE) programs including any type of educational program that serves children in the preschool years and is designed to improve later school performance.

After that the narrator goes on to say about several programs that can represent the education of young children. One of the main programs to be singled out is the program **Head Start** which is focused on children from low socio-economic status or those who are qualified in some at-risk category. In addition, Head Start programs are funded by the federal Department of Health and Human Services.

Notice has been taken to the fact that many early childhood education programs operate under the auspices of Title I of the Elementary and Secondary Education Act.

Then mention is made of the importance of preparing children for admission to school with language, cognitive, and early reading skills that will help them meet later scientific problems. According to the article in the school year of 2001–2002 approximately 300,000 children benefiting from Title I services were enrolled in preschool.

Further on, the narrator makes reference to the other early childhood education programs normally tuition-based being run by private for-profit companies, churches, or as part of a private school curriculum.

Next an attempt was made to review the vast amount of options for children from middle- and upper-income families for receiving free preschool education in many states in America. The article gives some real-life examples to give evidence of that fact, e.g. Florida voters have approved a constitutional amendment for a free pre-school program to be available for all four-year-olds by 2005.

Then the narrator pays the reader's attention to the quantity of the American children involved in some sort of early childhood education. Judging from the author's point of view children living in

poor families are less likely to be enrolled in ECE than children from better-off families.

Great importance is also attached to the benefits of early childhood education. Education in early childhood is a great benefit in the upbringing of the child. Education has a positive impact on the development of children.

Among other problems the text raises a significant problem concerning early childhood education, i.e. most programs available cannot be considered high quality. In addition, the most effective ones are unaffordable for most American families.

The author comes to the conclusion the overall effectiveness of the early childhood program depends on a number of factors: the quality of staff, an appropriate environment, the correct grouping practices, consistent planning and involvement of parents.

Moreover, the article highlights some additional characteristics of a high-quality early education program according to the U.S. Department of Education, which are as follows: the school provides nutritious meals and snacks; the program includes a strong foundation in language development, early literacy, and early math, etc.

It is clear from the text what children should learn in accordance with high-quality preschool programs.

Nevertheless, one should accept that some people support the idea of government-sponsored universal early childhood education programs due to a number of causes, e.g. government receives more tax revenue, increasing needs for a more highly educated workforce in the twenty-first century, etc.

Furthermore, one should not forget that there are opponents of universal government early childhood education giving their own reasons for objecting to it, e.g. the government would be taxing many people who may not wish to pay for preschool for another family's children.

The author in general tends to believe that in spite of the controversies, demographic trends in the early 2000s indicate that early childhood education has become, and will continue to be, an important aspect of the U.S. educational system.

In conclusion one can find parental concerns about the quality

of the early childhood education programs available to them as well as their attempts to find a good educational establishment for their child.

From my few point I've found this article of great interest, practical use, and value especially for those adults who have children of preschool age, and specialists working in educational establishments as well.

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**ВАЛЬДОРФ ОБРАЗОВАНИЕ:
ХУДОЖЕСТВЕННЫЙ ОБРАЗ
КАК ФАКТОР ДУХОВНО-
ПРАВСТВЕННОГО
ФОРМИРОВАНИЯ
ЛИЧНОСТИ**

Преподаватель: Походзей Г.В.

Аннотация. В статье анализируются основные принципы вальдорфской педагогики и особенностей художественного подхода в обучении. Работы Рудольфа Штайнера и его последователей рассматриваются и используются в качестве общей теоретической базы исследования.

Ключевые слова: Вальдорфская педагогика, эмоционально-образная наглядность, художественный подход в преподавании, духовно-нравственное формирование личности.

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**WALDORF EDUCATION:
ARTISTIC IMAGE AS A
FACTOR OF SPIRITUAL AND
MORAL FORMATION OF THE
INDIVIDUAL**

Professor: Pokhodzey G.V.

Abstract. This article analyzes the basic principles of Waldorf education and features of artistic approach in teaching. The works by Rudolf Steiner and his followers are examined and used as a general theoretical foundation of the research.

Keywords: Waldorf pedagogy, emotional and imaginative visualization, artistic approach to teaching, spiritual and moral development of personality.

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About the Author: Borodina Ekaterina Mikhailovna, student of the faculty of Law, Ural State Pedagogical University.

I'd like to give you a review of the text under the headline "Waldorf Education: artistic image as a factor of spiritual and moral formation of the individual". The author of this article is Candidate of pedagogical sciences, assistant professor of general pedagogy and education history of the Ural State Pedagogical University Dongauser Elena Victorovna. This article analyzes the basic principles of Waldorf education and features of artistic approach in teach-

ing. The works by Rudolf Steiner and his followers are examined and used as a general theoretical foundation of the research.

The article deals with a detailed description and designations of the main aim of Waldorf Education. The work can be divided into 6 parts.

In the beginning of the text, you can find its main aim. Waldorf School focused on the most common and objective laws of human development, the educational process based on the organic unity of the logical-rational and emotional-shaped components. It is neutral in religious and ideological terms; the learning process cannot be reduced to the sum of teaching methods, but a particular way of life of people. They also thought that if a person wanted to have an impact on the future, it was not enough to be content with a smattering of life - it was necessary to explore these depths.

Elena Victorovna notes that it is not just the teaching system; it is a concept that claims to know the deep essence of man and his values on earth. Waldorf education is based on the fact that man, being born into the world, does not start "from scratch", and "only gradually appears more or less complete, embodied as the child grows. The main task of the teacher is he picks up educational material goods, affecting the entire life of the collective, but without any impact direct to the inner essence of the man.

According to the author, any child reaches a maximum of his\her innate abilities at three stages of his\her life. Each step requires an individual approach to the child.

Then the narrator proceeds to describe the three stages of a child getting older. In the first stage (7 years old) a child looks at his surroundings, trying to imitate adults absorbing thoughts, feelings and actions. With regards to the impact on the child's age in art, it is most important to state children receive impressions using rhythm. A school-age child is influenced by adult authority by which it should be the formation of conscience, habits and inclinations. If a child at this age having no idol, then he will need it and during his life expectancy not feel safe. Teenagers and young people as for there is a great necessity in a person helping them to realize things not clear for them. According to Rudolf Steiner it was important to develop a taste and sense of style through nurturing.

The author suggests that the education is the development of the inner life of the senses by means of parables and allegories. She also notes that it is also important to deepen the mystery and beauty of nature. The trench should be using artistic sensibilities and education of aesthetic taste. The article points out the role of artistic image as a facilitating factor for a person in the study of general subjects.

The text also draws our affection to the student-teacher communication occurring entire through artistic sphere. It is imperative to engage in any art - painting, sculpting and music. Elena Victorovna is convinced that teachers will be indifferent students. She also stresses that this incarnation of the world of things and the kingdom of the soul, this is the activity that generates and nurtures human level instincts.

Elena Victorovna could not ignore the significance of human mental abilities in achieving their goals in the course of human artistic activities.

Based on the arguments provided by the author of the article can be concluded that in the Waldorf educational system created the conditions for free creative process and owing to that fact personal interaction is the cornerstone in the relationship teacher-student in the educational process.

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**ВЛИЯНИЕ КУРЕНИЯ:
ВЛИЯНИЕ НА ОБЩЕСТВО И
ГЛОБАЛЬНЫЙ БИЗНЕС**

Преподаватель: Походзей Г.В.

Аннотация. Статья анализирует, как запрет на курение влияет на общество и глобальный бизнес, вопрос обсуждается с помощью глобальной фитнес-матрицы и альтернативной модели под названием «Модель Устойчивости». Наконец, статья включает рекомендацию и заключение о том, как преодолеть проблемы курения, с которыми сталкивается общество и глобальный бизнес.

Ключевые слова: запрет курения, рекомендации, глобальная фитнес-матрица, устойчивая модель, влияния.

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**IMPACT OF SMOKING:
INFLUENCE ON THE SOCIETY
AND GLOBAL BUSINESS**

Professor: Pokhodzey G.V.

Abstract. The article analyses how the Smoking ban affects the society and global business, the issue is discussed with the Global Fitness Framework and an alternative model called "The Sustainability Model". Finally, the article includes recommendations and advice on how to overcome the problems of Smoking, faced by the society and global business.

Keywords: smoking ban, recommendations, Global Fitness Framework (GFF), The Sustainability Model, impacts.

About the Author: Viskunov Leonid Igorevich, student of the Institute of Social Education, the faculty of Sociology.

Place of study: Ural State Pedagogical University.

I'd like to give a review of the article headlined «Impact of Smoking: Influence on the Society and Global Business». The article is written by Naganathan Venkatesh, a scientist in the field of Information Technology, Business Management and Human Resources Management. The paper is taken from the International Journal of Business and Management Invention. The text is devoted to the global problem of smoking and how to overcome the smoking issues

faced by the society and global business. The problem is of great importance for many states.

The article can be divided into 8 parts. The beginning is concerned with the figures from the National Health Survey conducted in 2011 indicating the percentage of deaths of Singaporeans smoking cigarettes (already over 2,500 every year). The author points out the increase of economic and social costs of smoking in the coming years. The text also indicates to the figures of the research made by Planning for enhancing regulatory quality.

The second part deals with the effects of the smoking ban: economic impacts, environmental impacts and social impacts. The author stresses that there are pros and cons of such a ban in economic impacts. He refers to the research in India that the proposed smoking bans lowered the market value of hospitality industry firms. The author examining environmental impacts shows some interesting facts, such as 4000 chemicals are present in cigarettes and more than 50 countries have banned indoor smoking i.e. in pubs, bars and lounges. With regard to social impacts we see the example of the decrease of smokers in England as a consequence of the smoking ban.

Great importance is also attached to the role of business in saving our planet. Our economic activity not only consumes non-renewable resources but destroys the ecosystem while fuelling the population growth. Businesses' role in rescuing the planet involves limitations and responsibilities. The first major step that business should do is to limit their appetite for consumption. Here we see the appeal to the governments of all the nations to approve «The Go Green resolution» suggested by the United Nations organization aimed at saving the planet.

The fourth part entitled Global Fitness Framework by John Rayment (GFF) is a holistic approach for the researchers. The GFF includes the organic level relating to whether an individual, group or society; the fitness plane considers their strength, stamina and suppleness, and the holistic depth, i.e. the physical, mental and spiritual attributes. The GFF enables the reader to understand the impacts of the smoking issue on an individual, group and the society including the spiritual aspects of the above mentioned cases.

The fitness plane in GFF encourages knowing about the severe

impacts of the smoking issue on the society and business through the Strength cell. The stamina cell allows knowing how well we are prepared for sustaining the consequences related to smoking. This cell also helps understand the areas needed for further development to withstand and reduce its impacts. The suppleness cell sheds lights on how effective these solutions can be applied in reality. The analysis of physical fitness of smoking people shows how the individuals' physical strength is important in building up the society. The analysis of mental strength provides assistance in knowing the mental stress level of the individuals and the society which is vital in making solutions of complex problems. The spiritual strength analysis explains the inner wholeness of the individuals, i.e. it reveals how the individuals' mind, body and soul operate due to smoking.

Then the smoking issue is considered through the sustainability model in social, economic and environment mediums. It is clear from these observations that the growing, processing and smoking of tobacco have major negative impacts on our local and global levels. For example, in the social level there are social stigma and isolation, lack of freedom - having to worry about where you can go and whether you can smoke; in the economic level smoking increases financial stress and reduces material wellbeing. Moreover, smokers have more illnesses and disabilities reducing their employment opportunities and income; as for the environment, there is contamination of water, deforestation, throwing cigarette butts.

Relevance and importance were further noted and in the end the author gives the Recommendation that urges the Member States to adopt legislative and/or administrative measures designed to prevent the sale of tobacco products to children and adolescents (60 % of smokers have their first cigarette before the age of 13, and 90 % start smoking before the age of 18). The measures includes reducing the supply of tobacco products to children and adolescents, restricting the advertising and promotion of tobacco products, measures targeting manufacturers of tobacco products, protection against passive smoking and some other measures.

Having analyzed the information, it is possible to say the author comprehends the problem of smoking on the world and personal levels. He concerns that smoking remains the biggest cause of avoid-

able death in Singapore. He uses the Global Business Fitness framework by John Rayment to explain the issue. The framework covers organic levels, fitness planes and holistic depth. The same issue is also framed in sustainability model. Both models were compared to each other for their worthiness. From my viewpoint, I quite agree with the author concerning the ways of solving the most vital problems associated with smoking. The article centers round many interesting facts, statistics from the different countries such as Australia, China, England, USA, etc. Besides the readers realize that we can't make cigarettes illegal but the measures in the Recommendation are feasible.

In conclusion I'd like to say that the wellbeing of individuals depends on the wellbeing of a group and the society and we must remember this, smoking a cigarette or sitting in a chair of businessman.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Naganathan Venkatesh Impact of Smoking: Influence on the Society and Global Business // International Journal of Business and Management Invention. – 2013. – Volume 2 Issue 3. – P. 46-53.

УДК 811.111:008(4)

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**СОПЕРНИКИ
(КОНКУРЕНТЫ)
ДОИНДУСТРИАЛЬНОЙ
ЕВРОПЫ**

Преподаватель: Походзей Г.В.

Аннотация. Рассмотрение великих цивилизаций и их культурного и научного наследия как одной из причин подъёма западного мира (путём заимствования). Сильные и слабые стороны Китая династии Минг, мусульманского мира, Японии и России.

Ключевые слова: великие цивилизации, Кеннеди, экономическая мощь, бюрократия, военное превосходство, вооружение, трофеи, объединение, достижения, население, экспансия, Китай династии Минг, Мусульманский мир, Япония, Россия.

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**THE CONTENDERS OF THE
PREINDUSTRIAL EUROPE**

Professor: Pokhodzey G.V.

Abstract. Considering the great civilizations and their cultural and scientific heritage as one of the reasons for the rise of the Western world (by borrowing). Strengths and weaknesses of China's Ming dynasty, the Muslim world, Japan and Russia.

Keywords: great civilizations, Kennedy, economic power, bureaucracy, military superiority, weapon, plunder, consolidation, achievements, population, expansion, Ming China, Muslim World, Japan, Russia.

About the Author: Dyukova Alexandra Viktorovna, student of the faculty of sociology/political science.

Place of study: Ural State Pedagogical University.

I would like to give you a short review of the part of the book under the title «The rise and fall of the great powers: economic change and military conflict from 1500 to 2000» written by Paul Kennedy in 1988. (Paul Michael Kennedy (born 1945) is a British historian at Yale University specializing in the history of internation-

al relations, economic power and grand strategy).

One of the main problems to be singled out is that we shouldn't forget the eastern role in Europe's rising. The author believes that it is necessary to know more real facts about the great civilizations of the Orient. So he gives them to readers.

The text is divided into four parts. At the beginning of the text Kennedy indicates that besides the common fact about «borrowing» the great civilizations' cultural and scientific heritage the knowledge which contemporaries possessed about them is not full. Moreover, it is often erroneous, based on legends and fairy-tails. As a result the European public in general tends to believe in the wrong picture forgetting about the other side of the coin. But all things considered it is not clear yet according to the narration why after 1500s Europe emerged at the very top along with the other civilizations. First of all, the British historian suggests examining the strengths and the weaknesses of the other contenders.

The well-known scientist starts with analyzing the most advanced and superior civilization of premodern times – Ming China. It must be mentioned that its considerable population, remarkable culture, exceedingly fertile and irrigated plains, unified hierarchic administration and of course striking technological precocity has been the envy of foreign visitors. Also Ming China is known owing to the invention of paper, moving type, magnetic compass and what not! Another worth achievements should be noted too: the enormous iron industry, successful trade, huge well-educated and equipped military, famous overseas expeditions and discovers, literature heritage. The list of attainments is rather big to present all the points. Nevertheless, later despite all this pluses China has lost its previous glory. Some reasons, named by the author are as follows: conflicts between the toiling masses, elite, scholarly bureaucrats and the nouveau riche merchant. The last ones and the entrepreneurs could not thrive without official encouragement, as well as science and industry. «The canals were permitted to decay; the army was periodically starved of new equipment...» [Kennedy 1988: 8].

The next part throws light on the Muslim World. The author marks the Ottoman Empire, the Muslim states, Persia, and the Islam expansion. The special part is devoted to the successes of the Otto-

man Empire almost all over the world. But in fact, Europe has escaped separation. Nevertheless, the military pressure of Turks could never be fully ignored. As the reasons of the Turkish fall the narrator names the huge price of wars, religious split in the Muslim world and internal fragmentation (after 1566).

Finally Kennedy deals with the two outsiders – Japan and Russia. He noted that they had been near the size and population of the previous ones. Japan has been closed for a considerable period of time. But before the shogunate's abjuration of virtually all contacts with the outside world, there was a constant feuding between the clans – akin and clan-based feudal lordships. Also, some of them tried to conquest Korea and China, while insularity offered them a protection from overland invasion. Nevertheless, the Tokugawa shogunate made a deliberate choice to cut itself off from the rest world but it ought to be interrupted in 1853 when Commodore Perry's famous «black ships» arrived. After that the overseas trade has been resumed.

Further the author considers the Russia's rising. He analyzed its foes, such as Lithuania, Poland, Sweden and the Ottoman Empire on the west and the horsemen of the Asia plains on the south and east. (It is interesting for me, why he didn't mention France and Germany.) Besides the constant wars and foreign expansions, as the reasons of technologically backward and economically undeveloped, the British scientist pointed out the extremes of climate, the enormous distances, poor communication, the military absolutism of the czars, venality and unpredictability of the bureaucracy, and the institution of serfdom. Despite all this disadvantages, somehow «Unlike the other despotisms mentioned in this chapter, the empire of the czars would manage to survive and Russia would one day grow to be a world power» [Kennedy 1988: 16].

To sum up I would like to express my viewpoint by saying this part of the book entitled «The rise and fall of the great powers» is not only of great value and interest, but it also has enlarged and improved my knowledge in the sphere of history of not only of Russia but a number of the other powerful countries of the past centuries. I've learned more about the historical political strengths. Besides I

had to find out some information concerning the facts and persons mentioned in the text for the better understanding. It is necessary for me, as a student of the faculty of political science. One cannot deny that if you want to be a good specialist, you should learn history and understand the reasons of what has happened. From my point of view, Paul Kennedy has done a great work and in the nearest future I will try to translate the whole book.

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**ПРОБЛЕМА ПСИХОЛОГО-
ПЕДАГОГИЧЕСКОГО
СОПРОВОЖДЕНИЯ
СЕМЕЙНОГО ОБРАЗОВАНИЯ**

Преподаватель: Васягина Н.Н.

Аннотация. В статье рассматривается актуальность разработки программы психолого-педагогического сопровождения семей, обучающихся детей дома.

Ключевые слова: дошкольное образование, семейное образование, образовательные стандарты.

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**A PROBLEM OF PSYCHO-
PEDAGOGICAL SUPPORT OF
FAMILY EDUCATION**

Professor: Vasyagina N.N.

Abstract. The article discusses the relevance of developing a program of psycho-pedagogical support for families that teach children at home.

Keywords: preschool education, family education, educational standards

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In regard with introduction of the new edition of the Federal law «On education in the Russian Federation» and new educational standards, pre-school education becomes a compulsory first step of continuous educational process.

In conditions of lack of access to preschool education at the present stage, one of the most promising forms of preschool education is family education. The urgency of development of family forms of education of preschool children, is due to the following problems: shortage of places in pre-school educational institutions, special features of the health of a number of children who can not attend kindergarten, critical and discerning attitude of parents to the quality of the educational process, and to the level of qualification of pedagogical personnel.

At the present stage, a growing number of parents prefer the form of family education for children of preschool age. One of the tasks during the implementation of preschool education facing parents is the accordance of home educational process with the requirements of state standards. However, a number of families that are ready to build their own educational trajectory for their child feels the need for knowledge of a psychopedagogical nature and methodological support.

Currently, most researches are aimed at studying the features of home education, child-parent relationship, the subject of becoming parents. In the context of new educational standards and the requirements of the modern educational system for preschool children, aspects of family education are not presented. Thus, the contradiction between the need of parents in the acquisition of knowledge and the absence of programmes of psychopedagogical support becomes the actual problem.

Thus, summarizing the above, we can conclude that at present, the parents' interest to the form of family education grows, and development of a program of psychological and pedagogical support of such families will allow to increase the efficiency of educational process at home, and to optimize the process of home education on the whole.

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УДК 811.111:613

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**ПРОБЛЕМА ЗДОРОВОГО
ОБРАЗА ЖИЗНИ**

Преподаватель:

Митрофанова К.А.

Аннотация. Вопросы, касающиеся здоровья стоят на первом месте в жизни людей, и почти каждый человек имеет некоторые проблемы. Каждый может и должен заботиться о себе. Наше здоровье – в наших руках.

Здоровье – это бесценный подарок, который природа представляет, что мы должны дорожить. Он очень легко потерять здоровье и восстановить его очень трудно.

Ключевые слова: *Здоровье, личная гигиена, физическое здоровье, вредные привычки, сбалансированная диета.*

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**THE PROBLEM OF HEALTHY
LIFESTYLE**

Professor: Mitrofanova K.A.

Abstract. Issues related to health stands at the first places in the lives of people, and almost everyone has some problems. everyone can and must take care of themselves. Our health is in our hands.

Health is an invaluable gift that nature presents, that we should treasure. It is very easy to lose health and is very difficult to regain it.

Keywords: *Health, personal hygiene, physical health, harmful habits, a balanced diet.*

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Introduction. The problem of a healthy lifestyle nowadays is one of the most difficult and urgent, as the most important thing of any country is its citizens. Active and healthy population enables the state to function normally and develop steadily.

The following key factors determine our health: LIFESTYLE – 45-55%;

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ENVIRONMENT – 17-20%; HEALTH SYSTEM – 8-10%;
GENETIC CODE – 8-10%.

Fundamentals of physical health. Regular physical activity, fitness, and exercise are critically important for the health and well being of people of all ages. Research has demonstrated that virtually all individuals can benefit from regular physical activity, whether they participate in vigorous exercise or some type of moderate health-enhancing physical activity. Even among frail and very old adults, mobility and functioning can be improved through physical activity.¹ Therefore, physical fitness should be a priority for people of all ages.

Regular physical activity has been shown to reduce the morbidity and mortality from many chronic diseases. Millions of people worldwide suffer from chronic illnesses that can be prevented or improved through regular physical activity:

- 12.6 million people have coronary heart disease²;
- 1.1 million people suffer from a heart attack in a given year²;
- 17 million people have diabetes; about 90% to 95% of cases are type 2 diabetes, which is associated with obesity and physical inactivity³; approximately 16 million people have ‘pre diabetes’;
- 107,000 people are newly diagnosed with colon cancer each year^{4,5};
- 300,000 people suffer from hip fractures each year⁶;
- 50 million people have high blood pressure²; and
- Nearly 50 million adults (between the ages of 20 and 74), or 27% of the adult population, are obese; overall more than 108 million adults, or 61% of the adult population are either obese or overweight.^{7,8}

Factors influencing physical health. Lifestyle factors include diet, exercise, use of tobacco, alcohol, and other drugs, amount of stress, etc.

Environmental factors include smog, pesticides, pollution generally, whether you live in a city or a rural environment, number of trees, etc.

Medical facilities means whether you live close to a hospital, how good the hospital is, do you have a reliable family doctor, could you get an ambulance quickly if you needed one, etc.

Genetics is the one you have no control over - what you got from your mom and dad - how long did they and their siblings and parents live, did they have any diseases such as heart disease, cancer, etc.

Possible ways to improve physical health. Hardening of the body is a system of procedures aimed at developing resistance to adverse weather conditions. Because of all the negative factors of the environment our population is mostly exposed to hypothermia and cold, and adaptation to this effect is particularly important.

Hardening can be successful only when done correctly, its basic principles: systematic, gradual, consideration of the specific characteristics of the organism, and self-control.

A balanced diet means getting the right types and amounts of foods and drinks to supply nutrition and energy for maintaining body cells, tissues, and organs, and for supporting normal growth and development.

The term "balanced" simply means that a diet meets your nutritional needs while not providing too much of any nutrients. To achieve a balanced diet, you must eat a variety of foods from each of the food groups. You will need to know:

- How many calories you should consume every day
- What size portions you should eat. Too much of a healthy food may no longer be healthy
- Which are the healthy choices from each food group.

Work-life balance is a concept including proper prioritizing between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation). Related, though broader, terms include "lifestyle calm balance" and "lifestyle choices".

According to Kathleen Gerson, Sociologist, young people "are searching for new ways to define care that do not force them to choose between spending time with their children and earning an income" and "are looking for definition of personal identity that do not pit their own development against creating committed ties to others" readily. Young adults believe that parents should get involved and support the children both economically and emotionally, as well as share labor equally. Young people do not believe work-life bal-

ance is possible and think it is dangerous to build a life dependent on another when relationships are unpredictable. They are looking for partners to share the house work and family work together. Men and women believe that women should have jobs before considering marriage, for better life and to be happy in marriage. Young people do not think their mother's generations were unhappy. They also do not think they were powerless because they were economically dependent.

Elimination of harmful habits. The most harmful habits include alcohol, tobacco, opioids, cannabinoids, sedatives, stimulants, hallucinogens, volatile solvents and other substances abuse that lead to mental and behavioral disorders.

Personal Hygiene. Human health depends largely on the influence of environmental factors. Therefore, compliance with hygiene standards and rules in everyday life determines the preservation and strengthening of individual health.

Systematic and well-organized oral health care is an integral part of prevention in the prevention of diseases of the teeth, periodontal tissues and oral mucosa, but also in reducing the disease of the whole organism.

Hygiene of the digestive system comprises purifying the stomach and intestines. Purification is carried out using a stomach unloading days, every 1-2 weeks.

To improve breathing quality, you need to clean the nose from the respiratory tract secretions of the nose obstructing the air flow. Cleaning improves resistance to the common cold, when conventional drugs are not sufficiently effective.

The most common visual impairment is nearsightedness (myopia). There are two reasons for the emergence and development of myopia: visual fatigue, failure to comply with hygiene rules and regulations for the prevention of visual impairment, and hereditary factors.

Conclusion. Issues related to health stands at the first places in the lives of people, and almost everyone has some problems. Usually we believe that the health, welfare, happiness is provided to us by others, e.g. parents, the state, doctor, teacher, psychologist. But eve-

ryone can and must take care of themselves. Our health is in our hands.

Health is an invaluable gift that nature presents, that we should treasure. It is very easy to lose health and is very difficult to regain it.

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ПЯТЬ ПРОБЛЕМ ОТЕЛЯ

Преподаватель: Похозей Г.В.

Аннотация. Основной идеей статьи является проблема потери прибыли в гостиничном бизнесе и как это решается на практике.

Ключевые слова: проблема, спрос, кровать, ночь, отель, капитал, продукт.

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FIVE HOTEL PROBLEMS

Professor: Pokhodzey G.V.

Abstract. The main idea of the article is the problem of loss of profits in the hotel business and how it is solved in practice.

Keywords: problem, demand, bed, night, hotel, capital, product.

About the Author: Ivanov Ilya Andreevich, student of the Faculty of Tourism and Hospitality.

Place of study: Ural State Pedagogical University.

I'd like to give you a short review of the article under the heading "Five hotel problems" taken from the book "Profile of the Hotel and Catering Industry" written by S. Medlik.

The article faces the problem of loss of profits in the hotel. The problem of the text is of great importance because it is applied to many businesses.

One of the main items to be singled out is the difference of hotel from other business. According to the author the difference is in the lack of flexibility in supply. Moreover, production of hotel most important product, i.e the hotel bed/night, cannot be adjusted to variations in demand. It must be mentioned that demand fluctuates every night. If all the beds are not busy at night, the hotel loses its capital.

It was further noted that the product is perishable - unoccupied beds on any night represent an irretrievable loss, as the product cannot be stored for future use.

Next the author points out that a hotel has a fixed location and cannot follow the customer. The product has to be consumed at the place of production.

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These problems are magnified by the bulk of the capital in a hotel being invested in fixed assets, and by a large proportion of costs being fixed. But none of these problems are unique to hotels by themselves but are rarely, if ever, present in the same combination and in the same degree elsewhere.

In particular some hotel problems are shared to a significant extent in passenger transport. The total capacity of the carrier is also fixed at any one time, empty seats on a journey passenger seat miles cannot be recovered subsequently.

All things considered we can come to the conclusion: several key factors are, therefore, crucial to the viability of a hotel: the right location, correct capacity and a high level of utilization.

From my viewpoint this article is of great value and practical use for those who are involved in hotel business and intend to make profits avoiding all kinds of disadvantages.

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**ДИСЛЕКСИЯ И МЕТОДЫ
КОРРЕКЦИИ**

Преподаватель: Алексеева Е.М.

Аннотация: Статья о расстройстве обучения свободно читать и точно понимать прочитанное при нормальном интеллекте. Статья посвящена дислексии, ее характеристики, виды и методы коррекции дислексии.

Ключевые слова: Дислексия, коррекционная программа, типы дислексии, характеристики дислексии.

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**DYSLEXIA AND CORRECTION
METHODS**

Professor: Alexeeva E.M.

Abstract. The article is about the frustration of learning fluent reading and accurate reading comprehension and spoken at normal intelligence. The article is devoted to dyslexia, its characteristics, types and methods for correcting dyslexia.

Keywords: dyslexia, correctional program, types of dyslexia, characteristics of dyslexia.

About the Author: Ischenko Catherine Valeryevna, student of the Institute of Special Education.

Place of study: Ural State Pedagogical University.

The author provides a definition of dyslexia. Dyslexia is characterized by difficulty with learning to read fluently and with accurate comprehension despite normal intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory, language skills/verbal comprehension, and/or rapid naming. [1]

The author describes common characteristics of dyslexia:

- Is very bright, But doesn't do well in school.
- Feels "dumb", has low self-esteem.
- Is easily frustrated and emotional about school, reading or taking tests.
- Reads or writes with additions, omissions, substitutions and repetitions, often seeming to pay little attention to the

sequence of letters in words.

- Tires quickly and makes many mistakes when writing or copying.
- “Zones out” or daydreams often, seeming not to hear what to said, is easily distracted.
- Gets lost easily or loses track of time.
- May be hyperactive or hypoactive.
- Has difficulty organizing self, tasks or belongings.
- Leaves many tasks unfinished.
- Has difficulty telling time or managing time, or learning sequenced information.
- Can do arithmetic, but not word problems.
- Misreads function signs in math (+,-,=) [2]

The author emphasizes the idea of dyslexia is separate and distinct from reading difficulties resulting from other causes, such as a non-neurological. Dyslexia has also been tied to the Broca's area in the brain which is related to language production.

There are three proposed cognitive subtypes of dyslexia: auditory, visual and attentional. Reading disabilities, or dyslexia, is the most common learning disability, although in research literature it is considered to be a receptive language-based learning disability. Researchers at MIT found that people with dyslexia exhibited impaired voice-recognition abilities.

Dyslexia is a learning disorder. Its underlying cause may be neurological in nature, but from there, the systems involved play out into visual, language, etc. FMRI (Functional Magnetic Resonance Imaging) has been used to demonstrate differences in the dyslexic brain patterns, but much research still needs to be done to apply this information. The author provides a description of the types of dyslexia:

- Auditory Processing Disorder is the cause of the phonological problems that many dyslexics experience, and causes problems in the auditory memory or working memory and auditory sequencing issues. Many with Auditory Processing issues develop visual learning coping strategies, and benefit from a Whole Language approach to reading, and using multi-colored or multi-formatted text.

- Semantic dyslexia – a form of dyslexia characterized by an inability to properly attach words to their meanings in reading and/or in speech.

- Scotopic sensitivity syndrome - a form of dyslexia which makes it very difficult for a person to read black text on white paper, particularly when the paper is slightly shiny. Contrary to how it seems to be defined, this is not an optical problem. It is a problem with how the nervous system encodes and decodes visual information

- Dyspraxia – a neurological disorder characterized by a marked difficulty in carrying out routine tasks involving balance, fine-motor control, and kinesthetic coordination.

- Verbal Dyspraxia – a neurological disorder characterized by marked difficulty in the use of speech sounds, which is the result of an immaturity in the speech production area of the brain.

- Dysgraphia – a neurological disorder characterized by distorted and incorrect writing.

- Dyscalculia – a neurological disorder characterized by a problem with learning fundamentals and one or more of the basic numerical skills. Often people with this disorder can understand very complex mathematical concepts and principles but have difficulty processing formulas and even basic addition and subtraction.[3]

Of special interest is the correction program written by Davis. The Davis Dyslexia Correction program corrects learning disabilities and attention deficit disorder using the strengths and talents of a picture thinker's natural learning style. It is FUN for dyslexics. It affirms their intelligence as well as their way of thinking and perceiving. It puts them in control of the learning process and provides them with tools to control their visual and auditory perception. It also modifies hyperactive behavior and attention problems.

A brief perceptual abilities assessment helps determine if a client is a good candidate for the program. This assessment takes less than an hour. The program itself is one-on-one and takes one week. It is normally conducted from 9:00 a.m. – 4:00 p.m., and is paced to suit the individual, with snacks and breaks throughout the day, plus a one-hour lunch break.

The author points out that follow-up work at home is required

for the client to become a “corrected dyslexic”. Training is provided on the last afternoon of the program week for the individuals who will help the client complete the follow-up work.

Dyslexics are picture thinkers and prone to perceptual distortions in the senses of time, vision, hearing or balance/coordination. The solution to dyslexia is twofold: 1 Control perceptual disorientation. 2. Eliminate the causes of perceptual disorientation.

Resolving disorientation. It is easily to stop the disorientation. Learning to control consciously something that usually happens in our minds with out our awareness. Over the years, Davis facilitators have developed several methods for teaching this control. The most common way is Davis Orientation Counseling, and is described in detail in the book *The Gift of Dyslexia*. Using this technique, the individual learns to move his mind’s eye mentally to a different vantage point until he finds the optimum point for focusing attention. This optimum point is called the orientation point. Individuals who have difficulty with visualization approach can achieve the same effect through a kinesthetic approach, called Alignment and Fine Tuning. Both are followed by an auditory approach called Auditory Orientation.

For reading, writing and spelling improvement, the Davis method involves three basic steps: 1. Mastery of the alphabet and basic punctuation symbols; 2. Mastery of words for which dyslexic has no pictures or meaning; 3. Building sequencing and comprehension skills during reading.

Alphabet Mastery is followed by similar work with punctuation marks and pronunciation or speech sounds. With this knowledge, the individual is equipped to use one of the most important tools for learning: the ability to explore the meaning of words with a dictionary.

We resolve this problem through a process called Davis Symbol Mastery. After looking up a word in a dictionary and discussing a definition with a helper, the individual models an object or set of objects, which accurately represent the meaning of the word, as well as the letters of the word in clay. This process goes far beyond the multi-sensory and phonemic awareness strategies that are commonly recommended for dyslexic learners. It engages the creative process

and establishes a lasting mental image for a specific word and series of letters. It produces comprehension and long-term retention of the spelling and meaning of a word without the need for phonetic decoding or memorization. It stops the word from causing future disorientation.

The Davis Math Mastery program uses similar methods to clear up confusion that lead to learning disabilities in math.[4]

In my opinion, the study of this disorder is very important for people. Since they know more than the scientists, doctors and teachers about the problem, the easier it will be to solve and help people suffering from this problem.

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**ПУБЛИЧНАЯ СОЦИОЛОГИЯ
БЕЗ ПРОФЕССИОНАЛЬНЫХ
СОЦИОЛОГОВ: В ПОИСКАХ
НОВОЙ УТОПИИ**

Преподаватель: Походзей Г.В.

Аннотация. Возможно ли существование публичной социологии без участия профессиональных социологов.

Ключевые слова: публичная социология, профессиональная социология, утопия.

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**PUBLIC SOCIOLOGY
WITHOUT PROFESSIONAL
SOCIOLOGISTS: IN SEARCH
OF A NEW UTOPIA**

Professor: Pokhodzey G.V.

Abstract. Can there be a public sociology without the participation of professional sociologists.

Keywords: public sociology, professional sociology, utopia.

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The title of the article taken under consideration is «Public sociology without professional sociologists: in search of a new utopia» written by Yana Krupets, a well-known scientist in the field of sociology. The article faces the problem of the role of the public sociology in the science of sociology. To begin with one of the prominent contemporary sociologists Michael Buravoy divided sociology into the four kinds: professional sociology, applied sociology, critical sociology and public sociology.

At the beginning of the text the author raises the question concerning the role of public sociology in the social science. He points out that different sociologies identified are based on two key questions: “Knowledge for whom?” and “Knowledge for what?”

After that Yana Krupets compares public sociology with the other types of sociology and concluded: «Public sociology is a media product, a variety of social activism, an art form, and a lifestyle».

Further on she gives us a number of names of some scientists, who explores the same questions.

Then the narrator provides us a basic idea of the whole article: “I would go as far as to make a provocative suggestion on how to strengthen the “unprofessional” aspect of the discussion: Let us radicalize Buravoy’s “American utopia, formulated as the antithesis to ‘professional sociology’” by creating a “public sociology” without professional sociologists.”

According to the article, this idea was inspected by Michael Gondry’s film «Be King Rewind».

Yana Krupets concludes that the idea of a total ‘public cinema’ can be compared with the idea of public sociology – it is utopia, but it is good and it can be feasible.

Then the author admits that public sociology is ““sociology,” where people “remake” or “rewrite” sociological research in their own ways, create their own research projects, criticize each other and professional sociologists, study themselves, and then work on changing and improving their own lives.

Having analyzed the information provided by the article, it is possible to say that ‘Utopia may one day turn into reality if professional sociologists manage to “seduce” the public into social research by our sociological curiosity, reflexivity, critical mindset—our whole way of life’.

All things considered Yana Krupets comes to the conclusion public sociology is a wonderful alternative that would not destroy but rather strengthen sociology and increase its professionalism.

I think that this article help us understand what role public sociology plays in the social science and estimate prospects of this direction in the future.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Laboratorium. 2009. No. 1: 208–210/Yana Krupets “Public sociology without professional sociologists: in search of a new utopia”

Козлова М.М.

Екатеринбург, Россия

**ЛИТЕРАТУРА США В
«РЕВУЩИЕ ДАВАДЦАТЫЕ»**

Преподаватель:

Кропотухина П.В.

Аннотация. Публикация представляет собой обзор основных направлений литературы США в 1920-е годы, краткий анализ творчества авторов данного периода и влияние их произведений на развитие литературы.

Ключевые слова: Американская литература, литературное течение, Ф.С. Фицджеральд, Э. Хемингуэй, «Потерянное поколение».

Kozlova M.M.

Ekaterinburg, Russia

**US LITERATURE IN
«THE ROARING TWENTIES»**

Professor: Kropotukhina P.V.

Abstract. The publication presents a review of the main movements in American literature in 1920's, and summarizes the works of the most known authors of the period and their literary influence.

Keywords: American literature, literary movement, F. S. Fitzgerald, E. Hemingway, «The Lost Generation».

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About the Author: Maria Makarovna Kozlova, a first-year student of the History Department of the USPU.

The 1920s in the USA, sometimes referred to as the Roaring Twenties, were characterized by economic prosperity and tremendous social, artistic, and cultural dynamism. The Twenties brought about significant changes in lifestyle and culture. Social and cultural innovations began in leading metropolitan centers such as Chicago, New York, New Orleans, Los Angeles, and Philadelphia and then spread further. Popular culture in the 1920s was characterized by innovation in film, architecture, radio, music, dance, fashion, literature etc.

Nowadays young people are interested in 1920s not only because of the history, but also because of the culture of the USA. It's a «Big Decade» between the two world wars, full of great changes, historically important events and inventions in science and technology.

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gy. It's one of the most productive eras in American literature, that's why it is very important for me as a historian to understand the origins of the culture, which has had and will have the influence on generations all over the world.

The Roaring Twenties was a period of literary creativity, and works of several notable authors appeared during the period, such as William Carlos Williams, F. Scott Fitzgerald, Ernest Hemingway, and William Faulkner. There were a lot of movements in the literature in 1920's, but the most important I think are the Harlem Renaissance and American modernism.

The spirit of the Roaring Twenties was marked by a general feeling of discontinuity associated with modernity and a break with traditions.

The Harlem Renaissance was known as the «New Negro Movement», named after the 1925 anthology by Alain Locke. Though it was centered in the Harlem neighborhood of New York City, many French-speaking writers from African and Caribbean colonies that lived in Paris were also influenced by the Harlem Renaissance. The Harlem Renaissance lasted from about 1919 until the early or mid 1930s. Many of its ideas lived on much longer. The Harlem Renaissance was began as a literary movement from the creation of Jean Toomer's novel «*Cane*» (1923), the poetry of Langston Hughes «*Weary Blues*», 1926, the prose of William Du Bois «*Dark Princess*», 1928, and a fiction novel by Zora Neale Hurston «*Their Eyes Were Watching God*». The peak of this «flowering of Negro literature», as James Weldon Johnson preferred to call the Harlem Renaissance, took place between 1924 and 1929.

American Modernism reached its high in America between the 1920s and the 1940s. Among the best-known representatives of the movement are Ezra Pound, William Carlos Williams, F. Scott Fitzgerald, Ernest Hemingway, and William Faulkner. The loss of self and the need for self-definition are a main characteristics of the era. Also American modernists echoed the mid-19th century focus on the attempt to «build a self» – a theme well illustrated in «*The Great Gatsby*» by F. Scott Fitzgerald. Influenced by the first World War, American modernist writers, such as Ernest Hemingway, offered an insight into the psychological wounds and spiritual traumas of the

war experience.

The Lost Generation. During the 1920's a group of writers known as «The Lost Generation» gained popularity. This term was coined by *Gertrude Stein*, which used it to describe the people of the 1920's who rejected American post World War I values.

The three best known writers of The Lost Generation are F. Scott Fitzgerald, Ernest Hemingway and John Dos Passos. Ernest Hemingway, perhaps the leading literary figure of the decade, would take Stein's phrase, and use it as an epigraph for his first novel, «*The Sun Also Rises*». Because of this novel's popularity, the term, «The Lost Generation» is the term that nowadays is associated with writers of the 1920's.

In addition to this, the «Lost Generation» defines a sense of moral loss or aimlessness clearly seen in literary figures during the 1920s. World War I destroyed the idea that if you acted right, good things would happen. Many good, young men went to war and died, or returned home physically or mentally wounded, and their faith in the moral principles that had earlier given them hope, no longer worked and ... they were «lost».

In fact, these literary figures also criticized American culture in fictional stories which had the themes of self-exile, carefree living and spiritual alienation. For example, *Fitzgerald's «This Side of Paradise»* shows the young generation of the 1920's masking their general depression behind the forced exuberance of the Jazz Age. Another of Fitzgerald's novels, «*The Great Gatsby*» does the same where the illusion of happiness hides loneliness for the main characters.

Although in the period between the two world wars American novelists experimented with the point of view and form in narration, all in all they wrote more realistically than Europeans. In my opinion, the leading idea of the 20s and was the necessity to face the truth.

William Faulkner created powerful southern novels, which spanned several generations and cultures. *Fitzgerald's «The Great Gatsby»* is often described as the epitome of the «Jazz Age» in American literature. «*This Side of Paradise*» by *F. Scott Fitzgerald* portrays the lives and morality of post-World War I youth. All «*Qui-*

et on the Western Front» by Erich Maria Remarque depicts the horrors of World War I and also the deep detachment from German civilian life felt by many men returning from the front. «*The Sun Also Rises*» (1926) is a novel by *Ernest Hemingway* that shows the attitudes of a hard-drinking, fast-living set of disillusioned young expatriates in postwar Paris. *Hemingway's novels* pioneered a new style of writing which many generations after tried to imitate. *Hemingway* retreated from the exuberant prose of the 19th century and replaced it with a clear prose based on action.

In conclusion we might say that the novels produced by the writers of the Lost Generation give insight to the lifestyles that people lead during the 1920's in America, and the literary works of these writers were innovative for their time and have influenced many future generations in their styles of writing.

In our opinion, the lifestyle of modern Americans has changed a lot since that time. It seems that their attitude to life has become more serious and responsible. Nevertheless, 1920s American literature is useful in overcoming difficulties, coping with problems and finding your place in the world. Thanks to the example of main characters a reader can easily understand that the basic life values remain the same: belief in you and your dream, and appreciation of spiritual side of things.

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**ПЯТЬ СПОСОБОВ
МОТИВИРОВАТЬ ДЕТЕЙ К
ПИСЬМУ И ЧТЕНИЮ**

Преподаватель: Походзей Г.В.

Аннотация. Эта статья рассматривает 5 мотивационных способов обучения детей письму и чтению, предназначенных для ежедневного использования родителями, а так же квалифицированными педагогами дошкольного образования.

Ключевые слова: мотивация, написание, чтение, дети дошкольного возраста, педагог дошкольного образования, повторение, взаимодействие, время написания историй, создание списков, написание благодарственных писем и рисунков.

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**5 WAYS TO MOTIVATE
YOUNG WRITERS AND
READERS**

Professor: Pokhodzey G.V.

Abstract: This article deals with the five ways how to motivate young writers and readers for everyday usage by parents and high-qualified preschooler teachers.

Keywords: motivation, writing, reading, young children, preschooler teacher, repetition, interaction, story-time writing, making lists, writing thank you notes and drawings.

About the Author: Konyuk Olga Andreevna, student of the Institute of Pedagogy and Psychology of Childhood.

Place of study: Ural State Pedagogical University.

I'd like to touch upon the problem of motivating young writers and readers. My essay is based on the research made by J. Richard Gentry known as an expert in child's psychology.

It's common knowledge that successful parents and good teachers try to motivate very young children to write and read along with some of the researchers that support these every day practice. Therefore the authors Richard Gentry and Steve Peha emphasize the

five ways how to motivate young writers and readers.

They are the following: writing stories, making lists, writing “Thank you notes”, and drawings, labelling and repeating. They believe that the successful techniques used by teachers at school can be recommended to parents to turn a kid into a writer or a reader.

And the authors point out why these activities work as motivators and how they increase your child’s sense of autonomy and mastery.

According to the authors, story-time writing is the simplest activity as you make children read and write easy books such as “Mom-or-Dad- kids” stories, “When-they-were-kids” stories.

Great importance is also attached to list writing as it is one of the first forms of writing activities.

It was observed in the text of the research that the tradition of “Thank you” note – dictated or written in kid’s own hand – is a treasure.

As it teaches kids cultural values, social interaction and it’s a wonderful way for kids to write to a real audience and this was defined by Donald Graves who founded the Process Writing Laboratory at the University of New Hampshire in 1976.

It was further regarded that repetition motivates to mimic and repeat what you do even without any prompting. When parents do fun and write and kids over time reorganize and integrate new information about sounds and letters.

Further on the text deals with a Science-Based case for referring to a best-selling author Dank Pink distinguishing the same three motivational factors that Graves has listed above.

Having analyzed the information taken from the article it is possible to say “that you shouldn’t ask “How to motivate my child to read?” and it is “How do I increase my child’s sense of autonomy, mastery and purpose as a writer and a reader?”

In conclusion, I can say that I share the authors’ viewpoint that a child should be motivated to write and read through different activities that develop kid’s autonomy, mastery, and purpose teaching them cultural values and social interaction.

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**УПРАВЛЕНИЕ БОЛЬЮ:
НОВЫЕ ПОДХОДЫ В
ДИАГНОСТИКЕ И ЛЕЧЕНИИ**

Преподаватель:

Москалева Л.Ю.

Аннотация. Статья посвящена одной из главных медицинских задач - проблеме управления болью. В ней описаны новые подходы и методики лечения европейских и индийских медиков.

Ключевые слова: управление болью, отрасль медицины, новые подходы, прохождение боли, медицинские методы, облегчение.

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**PAIN MANAGEMENT: NEW
APPROACHES IN
DIAGNOSTIC AND
TREATMENT**

Professor: Moskaleva L.J.

Abstract. The article is devoted to the problem of pain management. It describes new approaches in diagnostic and pain-management techniques of the European and the Indian doctors.

Keywords: pain management, branch of medicine, transmission of pain, new approaches, medical techniques, relief.

About the author: Kudryashova Nina Andrejevna, student of the Nizhnetagilsky branch of "Sverdlovsk regional medical college".

Place of study: the Nizhnetagilsky branch of "Sverdlovsk regional medical college".

How to kill the pain? Medication alone may not enough to manage certain kinds of pain. Some medicines are more effective in fighting pain when they are combined with other methods of treatment. In some cases, the patients pain condition may respond to treatment instead of medication. In fact, for some patients, certain therapies may eventually replace the need for taking any pain medicine, or less of it, over time.

Studied and practiced as super specialized branch of medicine across the world today, pain management offers relief and hope to patients assailed by severe pain, including that due to cancer, rated

among the most painful. Also being targeted are severe backaches or cervical problems, killer migraines, nerve pains, pain in feet and calves due to diabetes, dental pains, pain after strokes or phantom limb pains.

Though universally suffered, the perception pain differs from person to person. While some people smile through the most severe attacks of abdominals colic or multiple fractures, a cut on the finger or a mild headache can be unbearable for others. Keeping in mind the subjective differences, pain clinics use detailed assessment forms. These help gauge individual pain tolerance levels, the psychological make-up of a person, gender, circumstance, the origin of pain, its duration and evolution.

In the West, where pain management has been a super specialty for a couple of decades now, a pain team ideally consists of a physician, an anesthetist, an anesthetist nurse, a neurosurgeon, a psychologist and a physiotherapist who work round the clock. But in India, pain teams rely mainly on the skills of anesthetists and neurosurgeons. It was the epidural injections that initially revolutionized pain management.

Here are a some new and modern available alleviating techniques: **Radiofrequency ablation** (After a radiography pin points the site of pain. A fine needle is inserted into the nerve. When radio frequency waves of particular potency are passed through the nerve gets damaged). **Nerve blocks** (Pain pathways are temporarily numbed either through chemicals: alcohol or other drugs). Electrical impulses or ultrasonic waves). **Skin patches** (Patches enable analgesics to enter the bloodstream directly). **Pumps** (Sophisticated catheters are inserted through needles to place them on peripheral nerves). **Suppositories** (Pain-relieving drugs are given in the form of rectum suppositories). **Epidurals** (Long-lasting epidurals are injected into pain receptors in the spinal cord). **Biofeedback** (Physiological changes are viewed on the monitor to help the patient gain voluntary control).

Aiding the psychological assessment are new, physical strategies, including skin patches that use painkillers can attached on thighs, arms, chest or abdominal area.

While invasive techniques have higher success rates. But they work only with the active participation of the patient.

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ПУТЕШЕСТВИЕ НА АЛТАЙ

Преподаватель: Сергеева Н.Н.

Аннотация. В статье рассказывается о путешествии на Алтай, его природных достопримечательностях, реках, горах, местных сказках.

Ключевые слова: Алтай, достопримечательности России, Федеральная трасса, памятник природы, местные жители, культура, горы, реки, перевалы, петроглифы.

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TRAVEL BY ALTAI

Professor: Sergeeva N.N.

Abstract. The article describes the journey to Altai, to its natural attractions, rivers, mountains, local tales.

Keywords travelling, Altai, attractions of Russia, Federal highway, natural monuments, local people, culture, mountains, rivers, pass, petroglyphs.

About the Author: Lonshakova Olga Eduardovna., a student of the Ural State Pedagogical Institute, Geography and Biology.

Place of study: Ural State Pedagogical University.

My journey began in the Altai region of Barnaul, when I arrived there by train Yekaterinburg-Biysk. In 2006 Barnaul received the title of "the best developing city in Russia" and I was very interested to see it. The young people with whom we started the journey to Altai lived in Barnaul and loved their city, and it I became even more curious. I walked along the main street of Lenin, saw "The zero kilometer", the symbol of the city "The house with a spire" and many other beautiful historic buildings. All of them have been restored; the streets were clean and full of flowers, in spite of the fact that it was October. Walking through the city gave me only positive emotions, and I can agree with the honorary title of this city.

The next morning we set off. Our plan was to drive around the Altai almost to the border with Mongolia (the village of Kosh-Agach), with some stops in interesting places of the Altai Mountains.

From Barnaul we drove along the federal highway M52, which went through Biysk, Gorno-Altai (administrative center and the only city in the Republic of Altai) and further Chuiski where all the fun began. After spending all day on the road, we decided to stay in the village. We met some local people. They keep guest houses - ayily (traditional Altai dwellings) for all travellers.

The second day we started with a walk around the village and the valley of Kurai. Later in the morning our group continued to move towards Chuiski and by dinner we got to the village of Kosh-Agach. The village seemed very large with a school in the heart of it. The schoolchildren began to pose and each of them wanted to be photoed, they ran after us and kept asking to be pictured. So we spent the whole day with the kids until it was time to return to Kurai for the night.

The third day was the most intense and memorable. Our group went to the Yaryk-Kathu pass. The first stop was in the gorge of Red Gate a few kilometers from the village Aktas. It is among the greatest monuments of nature of the Altai Republic. The passage in the rocks was broken during the construction of the road. The pink-red hue of the stratum here is caused by mercury. Then we inspected the area on the pass Ulagan. The top of the pass is at an altitude of 2080 meters above sea level. It is a sacred place for the Altai. The rite includes binding ritual ribbons "jalama" on the branches of the trees. There we met the rules and traditions of this sacred place. The pass is a territory of peace and quiet. Drinking alcohol is prohibited. The ribbons should be light - white, yellow, blue and tied at the new moon. People sprinkle the stone altar "tagyl" with tea, milk or butter, which represent a treat for spirits. Doing this, people thank the spirits of the mountains and ask for good luck and health.

Five hundred meters from the pass lay a mountain Lake Saryachik, which in good weather reflects the white tops of the mountains nearby. The next staging post was on the banks of the Large Ulagan. This archaeological site is a burial place of tribal chiefs (2-5 centuries BC). The final point was the pass of Katu-

Yaryk where we got by dinner time, where we had a good meal. The food we had was simple, but it seemed even tastier at the top of the pass with a beautiful view of the river valley Chulyshman. A thin green ribbon of the river meandered through Chulyshman at the very center of the valley far below. On both sides of the river there was a small house for tourists dreaming of solitude. It seemed impossible for anyone to get there, because it was the only one mountain road that was "barely breathing". We did not have a try at it, because our car was packed to capacity and tourist facilities could not cope with such a steep descent.

Before our departure back to Kurai, we saw a fireball with a long tail in the sky above the pass, it was bright yellow. Everybody froze for a moment. All the way we wondered what it was. Only in the evening of returning to Kurai we found some news on the internet - " On October 23, 2012 spacecraft "Soyuz TMA-06M" was launched from the Baikonur Cosmodrome, it carries the International Space Station crew of the new 33th expedition. So we had witnessed a unique event in our lives.

The rest of the evening we were stoking the stove and warming themselves sitting around it. Our hostess gave us a hearty dinner and sat down with us to tell the legend of the Altai which she knew from her childhood. I remember one in particular. It is a legend about the Chud. There are ghosts of them in the mountains. They lived a long time ago and came from Emond steppe. They were the masters of the Altai. Their disappearance has something to do with the white color. One theory is somehow connected the white birch. Roerich's theory says that the disappearance of the people was associated with the appearance of white people. The Chud refused to obey. Nevertheless, the Chud disappeared and vanished in a very interesting way - they buried themselves. They dug large pits supported by wooden pillars, the whole tribe came there and put a "roof" over it. In the places of these self-burials eventually formed conical pits in which people sometimes fall. There is a hypothesis that so the Chud tried to get to another, parallel world. And they succeeded. There are people (mountain climbers) who claim to have seen some creatures like people who came out of the rocks and went back and forth. Although these visions could be the result of altitude sickness. This evening

was the last in the village of Kurai. In the morning we had to leave.

We woke up early; everyone wanted to see the place once again for the last time. After the walk we had a substantial breakfast, packed our bags and put them into the car, started for home. The road went along the river Chuya with its fast waters. We stopped and went to see the rapid "Hippo". This is one of the most difficult obstacles on the river Chuya (category 5). The large stone in the center of the river really looked like a hippo with a raised head. We stayed for a while and went on to see the reindeer stone. A reindeer stone is the name of the ancient megalith stones with images hewn on their surface. Deer are most often depicted, hence the name. The place is close to the village Iodro. The Chui stone warrior is a sculpture of a human face with pierced ears, a dagger and a bow in the case. On the reverse side there is a visible figure of a horse and some inscriptions in the old Mongolian alphabet. The rock of Adir-Kahn with a lot of petroglyphs is part of a large ancient sanctuary. Two groups of petroglyphs are drawn on the foot of Adir-Kahn (about 100 images). They are animals (goats, sheep, deer, etc.), a chariot, and a snake which is rare for rock art of Altai. After that our group went to a sacred place where the rivers Katun and Chuya meet.

The journey took place in late October and the water level was at its lowest, but it did not spoil the beauty of the landscape. The sun was shining brightly and the colours beamed more vivid as in the summer months. The Chuya broke into the muddy expanse of turquoise Katun turned the water and its failing to win, yielded a stronger opponent and have dutifully followed along with it down the river. Having warmed in the sun, we did not want to leave the place, but the next adventure was waiting for us at one of the biggest monuments of the Altai Republic - the petroglyphs of Kalbak Tash. The petroglyphs come from different historical periods, from the Neolithic to the ancient Turkic period. The petroglyphs at KalbakTash were made with stone and metal tools and show warriors, hunters, shamans, different animals, weapon.

The next morning everybody was sleeping, because we knew that there was no need to hurry, we were only waiting to go home. At breakfast we learnt that on the way we would be able to visit a bison farm. Everybody was looking forward to this event. Approaching the

farm we immediately saw these ancient animals that witnessed the emergence of human civilization. Their impressive size inspired horror and delight at the same time. The animals were grazing peacefully on the other side of the fence glancing at us at times. Only the youngest of them dared to come to the fence and allowed to stroke them, probably hoping that we have something tasty for them. With a feeling of complete satisfaction and the end of our mission, we went to Barnaul, where the next morning I was waiting for the train back home to Yekaterinburg.

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**ПРОБЛЕМА НАРУШЕНИЯ
ФУНКЦИОНАЛЬНОГО
ВЗАИМОДЕЙСТВИЯ
РЕБЕНКА С**

БИОЛОГИЧЕСКОЙ СЕМЬЕЙ

Преподаватель: Васягина Н.Н.

Аннотация. В статье рассматриваются основные причины и пути решения проблемы нарушения функционального взаимодействия ребенка с биологической семьей.

Ключевые слова: биологическая семья, социальное сиротство, деинституционализация.

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**THE PROBLEM OF THE
FUNCTIONAL INTERACTION
IMPAIRMENT BETWEEN A
CHILD AND HIS BIOLOGICAL
FAMILY**

Professor: Vasjagina N.N.

Abstract. This article covers the main causes of the problem of the functional interaction impairment between a child and his biological family and the ways to solve such a problem.

Keywords: biological family, social orphanage, deinstitutionalization.

About the Author: Ekaterina Olegovna Mazurchuk, postgraduate student, Institute of psychology.

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The orphanage spreading in modern Russia, its impact on the social sphere may be recognized as a national problem. The family structure and function impairments, some families' asocial way of life, the children living standards declining, the home cruelty to children spreading – all this escalates the social orphanage and is the evidence of the modern family crisis.

The educational institutions for the orphans and children without parental support make all the efforts possible to moral and spiritual recovery. Although, children without positive family experience can't start a normal healthy family life. Being raised by the government institutions they replicate their parents' ill fate losing the parental rights and multiplying the social orphanage. The psychological

deprivation leads to the physical, mental and social development slowing and deformation. The Russian researchers point out the special personality pattern which the orphanage children develop. Such pattern formation is caused by inability to develop the internal mechanisms of the active, initiative and independent behavior and by prevalence of the dependency and reactivity.

In this regard, the government officials, businessmen, scientists, educators, doctors call for the necessary deinstitutionalization as the major strategy for the social orphanage prevention – to embrace the value of family, parenthood and childhood.

Therefore it may be concluded, that the set priority for the federal and regional policy, meant to solve the problem of the functional interaction impairment between a child and his biological family, is the effort to develop the Program for the psychological and pedagogical assistance of the biological family of the alumni of the educational institutions for the orphans and children without parental support.

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Манаева Д.А.

Екатеринбург, Россия

ПЕДАГОГ И РЕБЕНОК

Преподаватель: Сергеева Н.Н.

Аннотация: В статье представлена информация о взаимодействии педагогов и детей, а также о роли педагогов в будущем.

Ключевые слова: педагог, дети, права ребенка, роль, семья, нищета, международные права.

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A TEACHER AND A CHILD

Professor: Sergeeva N.N.

Abstract. The article presents information about the interactions between teachers and children, as well as on the role of teachers in the future.

Keywords: educator, children, the rights of the child, the role of family, poverty, international rights.

About the Author: Manaeva Diana Andreevna, a Student Of The Institute Of Social Education.

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Each state cares for its citizens, particularly the most vulnerable segments of the population. However, there are some problems in the social sphere of Russia that must decide the government. Every person who was in a difficult situation feels secure. There is the declaration of the rights of the children in the country.

The rights of the children clearly stems from international and local rights. Child should grow up in a family surrounded by the atmosphere of happiness, love and respect. Child needs special safeguards and care because of his physical and mental immaturity.

In the development of the child social pedagogues are important, as the initial phase of life children learn in schools and most of the time spends with teachers. Social teachers play a significant role in the development of measures to eradicate labour and exercise of the rights of children and young people. The social educator is an important agent for promoting social protection for children and their families, the implementation of the guidelines for national policies.

Practices developed for social workers includes the organization of society, social educational activity due to the increased opportunities for children and youth (e.g., culture, music, sport, education) and the reflections in the face of poverty and increase family income.

Thus, we can say that teachers are educators of children, because they are able to find the approach to each child. The role of the teacher is in the future. The teacher should set an example for children, and the children must imitate the teacher – such cooperation will reach a successful result in the self and her child himself.

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**ТОЛЕРАНТНОСТЬ:
МИЛИТАРИЗМ В
СОЦИАЛЬНОЙ
ФОТОГРАФИИ**

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**TOLERANCE: MILITARISM IN
SOCIAL PHOTOGRAPHY**

Professor: Yakovleva V.A.

Преподаватель: Яковлева В.А.

Аннотация. В своем докладе я собираюсь обратить внимание на значение социальной фотографии в решении мировых проблем на примере жизни знаменитого фотографа Кевина Картера.

Ключевые слова: толерантность, милитаризм, Судан, социальная фотография. Кевин Картер, Пулитцеровская премия

Abstract. In my report, I am going to focus on the importance of social photography in solving the world's problems. For example, the life of the famous photographer Kevin Carter.

Keywords: tolerance, militarism, Sudan, social photography, Kevin Carter, Pulitzer prize

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About the Author: Matushkina Kseniya Yurievna, student of the Institute of Musical and Art Education.

Place of study: Ural State Pedagogical University.

Henri Cartier-Bresson, founder of the most famous photography agency Magnum Photos wrote the right words about the appointment of the photographer: «Photograph can only be one who is able to build on one axis of the eye, head and heart» [The flip side of the coin 2011].

«This man became famous for his photo "Hunger in the Sudan. The hungry girl sitting on the ground, and a vulture waiting for her death behind. The photo was published in the New York Times on 26th of March 1993. Carter has problems with money, drugs and his life after some time. Carter saw the terrible events, and they became some problems in his life. In the end, he committed his life to suicide. His picture makes you wonder even now. He leaves two

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kinds of feelings. Admiration and pity... » [Scott Macleod 1994]

The author of the article «The life and death of Kevin Carter» from newspaper «The New York Times», Scott McLeod tells not only about the stages of the life and career of the famous photographer, but also raises the problems of the world on the level of one man who changed the perception of social photography in general.

Kevin worked as a photojournalist for a long time, captured on his film scenes from the life. It was his favourite hobby, to which he devoted all his time. Many publications buy his photos. Travel to different countries are commonplace.

He makes a trip to Sudan in 1993. Sudan was embroiled in the famine at the time. Kevin had to make a photo report about the tragedy of the African people. He made his famous photo there.

When he returned home, he realized that this is the best photo his entire career. And it's true. He gets for this photo Pulitzer prize after a few weeks.

But this is only the beginning. People began to call in "The New York Times" and ask what ended the story with the girl and vultures after some time. He didn't know how to answer these questions. He stopped responding to calls. He was ashamed. He thought for a moment. He only drove the vulture, photographed the girl and went to the ill-fated day. He fed the girl did not help her. Kevin realized that he made a great photographer and a horrible man.

Kevin Carter fulfilled his duty to the photographer. He has done his work, made a photo report. He did everything as a professional, that was possible to do at the moment in the current situation. Initially himself, Kevin thought, thought he did everything he could. But other all this is seen quite differently.

He realized that then was not an ordinary man, he has not shown the necessary feeling, he did what had to be done. And then he committed suicide.

The story of the life and death of Kevin Carter gives rise to the reasoning of many people of art. This history has given a particular answer to a difficult question: «Does the border between life and works, can we make a real life of a man and his life in art?». Kevin Carter won top awards for their creations. But, however, he lost the main thing - the lost person in itself, could no longer do sincerely and

honestly. And this is the most important for a creative person to man the Creator. Man lives normally and efficiently, if his conscience is clear.

This story is that you should always be a man. It does not matter who you work as a photographer or a miner, a writer or a waiter. We must remember first of all that you are human. And do everything for it.

To better understand the history of Kevin Carter you can see a full length documentary film «Bang Bang Club» and the short "One-hundredth of a second," which filmed in memory of Kevin Carter.

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**РЕАЛИЗАЦИЯ НАЦИОНАЛЬНО
КУЛЬТУРНОГО КОМПОНЕНТА
НЕВЕРБАЛЬНОЙ
КОММУНИКАЦИИ
НА УРОКАХ АНГЛИЙСКОГО
ЯЗЫКА (СРЕДНИЙ СТАРШИЙ
ЭТАП ОБУЧЕНИЯ)**

Преподаватель: Сергеева Н.Н.

Аннотация. В статье рассматривается содержание и специфика невербального общения в обучении английскому языку на среднем этапе общеобразовательной школы, а также его роль в повышении мотивации изучения иностранного языка.

Ключевые слова: невербальная коммуникация, национально-культурный компонент.

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**REALIZATION OF NATIONAL
CULTURAL COMPONENT OF
NONVERBAL COMMUNICATION
AT ENGLISH LESSONS (AN
AVERAGE SENIOR GRADE
LEVEL)**

Professor: Sergeeva N.N.

Abstract. In this article we consider the contents and specifics of non-verbal communication in training English at an average stage of comprehensive school, and also its role in increase of motivation of learning of foreign language.

Keywords: non-verbal communication, social-cultural component.

About the Author: Melnikova I.A, Master Student, Ural State Pedagogical University.

Place of employment: MSEI Unjugan Place of study: Ural State Pedagogical University.

The federal state educational standard is a document that is essentially new for a domestic school. It changed not only structure, but also standard methodology. Therefore requirements to results of learning English changed too. The standard is guided not only by subject knowledge as it was earlier, but by metasubject and personal results.

One of actual problems in learning of foreign language today is a need of deeper studying of the world of its carriers. Without knowledge of social and political cultures, studying of historical and

cultural traditions which created a mentality of those people with whom it is necessary to interact, it is impossible to learn language as a means of communication. Studying of English has to be carried out in close interrelation with the world of native speakers, only this way it is possible to provide necessary knowledge for language use in situations of a real communication.

For successful mastering means of nonverbal communication we developed and tested the program of extracurricular activities "Visual English".

We suggest realizing of two-stage model of training in non-verbal means of communication.

At the first stage the being trained gets acquainted with various features of use of nonverbal means of communication.

We consider the distinctive feature of using non-verbal elements of communication is the maintenance of verbal activity with non-verbal elements of communication which embraces all the spheres of language activity that are widely used in English culture.

At the second stage the being trained look through the Russian and English video films and authentic video fragments for the purpose of search of nonverbal means of communication which show the identity of this culture.

At this stage training in means of nonverbal communication with the help of staging, and also by means of remote communication with English-speaking partners by means of the Internet is supposed.

The analysis of the pedagogical experiment showed that use of elements of nonverbal communication in the course of training considerably broadens horizons of pupils and promotes improvement of such indicators as: reactivity and appealness.

Reactivity is a timely and intelligent reaction to a question or a remark of the interlocutor.

The appealness is a communicative, social and correct front-age speaking to the partner, finding the expression in selection and adaptation of language means, use of language formulas. (Коньшева А.Б.: 1)

Modern teaching of a foreign language is impossible without learning foreign-language culture. The general result of practical

work shows that at modern school, teaching of a foreign language must be in a close connection with national culture.

The foreign-language culture comprising sociocultural factors, promotes increase of motivation of learning language, development of requirements and interests, and also more conscious learning of foreign language.

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**ЖЕНЩИНЫ И
ВООРУЖЕННЫЙ КОНФЛИКТ**

Преподаватель: Походзей Г.В.

Аннотация. Статья дает читателю представление о прямых нарушениях прав женщин в ситуации вооруженных конфликтов.

Ключевые слова: вооруженный конфликт, терроризм, сексуальное насилие, недоедание, пищевая недостаточность, преждевременные роды, дискриминация, материнство.

Merkulova V.P.

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**WOMEN AND ARMED
CONFLICT**

Professor: Pokhodzey G.V.

Abstract. The article gives the reader an idea about direct violations of the rights of women in situations of armed conflict.

Keywords: armed conflict, terrorism, sexual violence, malnutrition, nutritional deficiency, premature labor, discrimination, motherhood.

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About the Author: Merkulova Veronica Pavlovna, student of the Institute of Personnel Development and management (faculty of jurisprudence).

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I have chosen one of the most vital and actual problems concerning the influence of any armed conflict on women. From my point of view the topic of the article is considered to be popular nowadays because the problem of terrorism, violence and malnutrition is actually crucial.

The article is quite big, so because of it I have to discuss it at least partially. My interest was laid on the topic entitled "Women's Health". Let me try to present you my review.

In the first paragraph the reader's attention is drawn to the question of underfeeding women during the armed conflict. To demonstrate it the author places women in a refugee camp [1]. In the situation women have a kind of nutritional deficiency that straightly

causes a range of diseases such as anemia? The writer claims that outside of this damaging conditions women still subject (have a prone) to malnutrition. He means that in some cultures the duty of women is to take care of their families before attending to their own needs that can definitely lead to lack of nutrition.

Next the narrator determines one of the main roles of women - childbirth. An armed conflict accompanied by shortages in medicine, physical and physiological pressure can result in the illness of reproductive organs. Nonobservance of easily treatable conditions can be harmful for women, in particular miscarriage, premature labor, menstrual problems. As an example of the direct discrimination against women the author describes the war zone - Afghanistan [2], marking that absence of a normal medical service turns negatively for the female population.

The following passage makes the reader pay his/her attention to the fact that women have unequal access to medical treatment in contrast to men. The incident in Cambodia [3] demonstrates the problems facing women with landmine injuries. Also it is impossible for women to provide themselves with medicine or drugs during the armed conflict.

Further, special notice has been taken to another aspect, i.e. rape. Acts of sexual violence implicate a great distraction on the women's health. Thus in Sub-Saharan Africa, Rwanda following 1994 conflict brought a lot of positively tested HIV [4] and AIDS [5] children. It demonstrates vulnerability of groups of women and children in the case of terrible situation. Besides the physical consequences the armed conflict also causes women severe psychological traumas. It can be directly connected with the loss of family members through death, disappearance, imprisonment.

The subsequent fragment is devoted to the traditions during the armed conflict. According to the author the impossibility of execution of the role causes in women emotional and psychological stain. The same stress can be given not only by the absence of process of passing the culture but also by the fear of possible sexual violence. The writer uses a term "comfort" to describe women from the point of view of a tyrant, even the women survived the rape cannot apply the term "comfort". Also particular attention is given to the

motherhood of women inflicted violence.

However the adequate intimate relationships, marriage, etc. are absolutely impossible because raped women are exposed to much bigger stress.

As a conclusion the author appeals to the governments with the statement that the threat of women's health is in their hands during the armed conflicts, as well as in everyday life. And the local authorities have to look after about the physical, psychological and emotional equilibrium of women.

Having examined the article I have found that I quite consent to the author's viewpoint concerning the necessity of taking some proper measures of keeping women's health and providing them with medical and psychological treatment in case of any armed conflict.

[1] A refugee camp is a temporary settlement built to receive refugees.

[2] The War in Afghanistan (2001–present) refers to the intervention by NATO and allied forces in the ongoing Afghan civil war.

[3] The Cambodian Civil War was a conflict that pitted the forces of the Communist Party of Kampuchea (known as the Khmer Rouge) and their allies the Democratic Republic of Vietnam (North Vietnam) and the Viet Cong against the government forces of Cambodia (after October 1970, the Khmer Republic), which were supported by the United States (U.S.) and the Republic of Vietnam (South Vietnam)

[4] The human immunodeficiency virus (HIV) is a lentivirus (slowly replicating retrovirus) that causes the acquired immunodeficiency syndrome (AIDS).

[5] Human immunodeficiency virus infection / acquired immunodeficiency syndrome (HIV/AIDS) is a disease of the human immune system caused by infection with human immunodeficiency virus (HIV).

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Magazine "COLUMBIA HUMAN RIGHTS LAW REVIEW"

Article "WOMEN AND ARMED CONFLICT" by Sudith Gardam and Machel Jarvis. «Википедия» <http://en.wikipedia.org/wiki/> (дата обращения 20.03.2014)

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**РЕАЛИЗАЦИЯ ПРИНЦИПА
ПРОФЕССИОНАЛЬНОЙ
НАПРАВЛЕННОСТИ
ОБУЧЕНИЯ ИНОСТРАННОМУ
ЯЗЫКУ ДЛЯ
СПЕЦИАЛЬНОСТИ 040100
«СОЦИОЛОГИЯ»**

**Научный руководитель:
Сергеева Н.Н.**

Аннотация. В статье рассматриваются возможные приоритеты в профессионально – ориентированном обучении студентов социологов.

Ключевые слова: профессионально-ориентированное обучение иностранному языку, принцип профессиональной направленности, профессиограмма.

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**IMPLEMENTATION OF THE
PROFESSIONAL
ORIENTATION PRINCIPLE
FOR FOREIGN LANGUAGE
LEARNING OF SOCIOLOGY
STUDENTS**

Supervisor: Sergeeva N.N.

Abstract. The article dwells upon the possible priorities in proficiency - oriented language learning for sociology students.

Keywords: proficiency – oriented language learning, principle of professional orientation, professiogram.

About the Author: Mikov Veniamin Urievich, Postgraduate student, Institute of Foreign Languages.

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One of the features of the foreign language study is that the ratio of knowledge and skills of the subject allows it to occupy an intermediate position between the theoretical and applied disciplines of professional education. Like practical disciplines, it combines a large amount of skills with equal amount of knowledge which is the case with theoretical sciences. The purpose of foreign language teaching in universities is to achieve a level sufficient for practical use of foreign languages in the future professional activity. In addition, a for-

foreign language is a supplement to the general culture. N. Galskova also considers a foreign language not a "subject", but an "educational discipline" which has enormous potential to make a significant contribution to the development of human personality [Гальскова 2000: 12].

The principle of professional orientation in language learning implements special language learning in context of specialization, involves consideration of the professional interests of students at foreign language classes. This principle provides professional direction not only in educational content, but also in methods and operations, which form professional skills. Professional orientation firstly requires integration of the discipline "foreign language" with the majors, secondly, requires the foreign language teacher to teach future specialists to use a foreign language as a means of systematic replenishment of their professional knowledge based on intersubject connections, as well as a means of professional skills formation, and thirdly, involves the use of forms and methods of learning capable of forming the necessary professional skills of the future specialist [Зиннурова 2006: 39].

Thus, proficiency – oriented learning is the learning based on the foreign language needs of students, dictated by the peculiarities of their future profession or specialization, which, in turn, require language learning [Матухин 2011: 128]. It should be noted that each profession has its own characteristics, including the domination of one aspect of the language over the other, or a greater demand for one type of speech activity in professional communication. We examined the profессиogram of "sociologist" specialization to celebrate the most important areas of foreign language application for this profession.

Among the dominant activities of sociologists are the following activities related to the discipline "foreign language".

- the study of society as a whole system, as well as individual events and phenomena of social life, social institutions (family, educational institutions, etc.), processes, social groups;
- striving to achieve specific knowledge about real people, their interests, social processes in which they are in-

volved by means of analyzing theoretical material or empirical methods (practical information gathering, finding specific facts);

- study of advanced domestic and foreign experience of sociologists;

It is required that a sociologist has a high level of communication skills (the ability to establish contacts with people, the ability to attract attention and interest of a large number of people), verbal abilities (the ability to speak clearly, precisely and expressively), reasoning, flexible and dynamic thinking, developed creative thinking (the ability to create something new), well-developed concentration and sustained attention (the ability to focus on one object or subject for a long time), erudition, tact, courtesy, perseverance, obligation, responsibility, punctuality, concentration, diligence.

Summarizing the above requirements, we note that the sociologist works primarily with information and communicate directly with people. Important for the sociologists is the knowledge of social processes around the world, knowledge of the cultural situation and personal qualities, which can be formed at foreign language classes.

Thus, the leading types of speech activity for sociologists will be: reading (the collection and analysis of information from foreign-language sources) and speaking (the development of communication skills that can be used when communicating in foreign or native language). We must also mention such types of speech activity as writing (written communication with colleagues, the ability to properly and logically build speeches) and listening (the ability to focus for a long time in oral communication). It should be noted that during the training of sociologists special attention should be paid to the socio-cultural approach to the study of foreign languages (it is expected, that the specialist has high competence in understanding the social and cultural characteristics of different nations), as well as the formation of the personal qualities of the future expert (logical thinking, creative thinking, attention, tact, courtesy, etc.).

Considering the professional orientation of other specializations, we see that they have very different leading speech activities. This means that the content of proficiency - oriented language learning should be tailored for each specialization.

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**ЗАТРАТЫ И ОБЪЕМ ОТЕЛЯ:
ПРОЖИВАНИЕ**

Преподаватель: Походзей Г.В.

Аннотация. В статье рассматриваются пути получения прибыли и сокращения потерь в гостиничном бизнесе.

Ключевые слова: фиксированные затраты, переменные затраты, единица, спрос, предприниматель.

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**HOTEL COSTS AND VOLUME:
ACCOMODATION**

Professor: Pokhodzey G.V.

Abstract. The article deals with the ways of making profit and reducing loss in hotel business.

Keywords: fixed costs, variable costs, unit, demand, entrepreneur.

About the Author: Molodtsova Alena Alekseevna, student of the Faculty of Tourism and Hospitality. Place of study: Ural State Pedagogical University.

I am going to give you a short review of the text under the title "Hotel Costs and Volume: Accommodation", written by S. Medlik taken from "Profile of the Hotel and Catering Industry". The text deals with the costs of hotels and possible loss when opening or closing the hotel. The article can be divided into four parts. At the beginning one can read about fixed costs. Unit costs are considered here, in relation to changing fixed costs and behaving income and expenses. Further on one of the main problems to be singled out is several considerations expressed by the entrepreneurs. The question raised here concerns making enterprise's profit, being open or closed, and the coming consequences. It is clear from the text that to achieve annual revenue, it is necessary to reduce prices, covering variable costs completely and at least some fixed costs. The author comes to the following conclusion, i.e. demand changes and prices vary, resulting in possible loss of potential income. In my opinion this article is of

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great interest, practical use for the people working in the field of hotel service or simply for entrepreneurs.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

S. Medlic. Profile of the Hotel and Catering Industry (second edition)

Prepared with D.W. Airey, B.A., M.Sc.

УДК 811.1:372.46-053»465.00/.03»

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**ОСОБЕННОСТИ РАННЕГО
ОСВОЕНИЯ ЯЗЫКА И ИХ
ЛИНГВО-ДИДАКТИЧЕСКАЯ
ИНТЕРПРЕТАЦИЯ**

Преподаватель:

Гиниатуллин И.А.

Аннотация. В статье освещаются нейро-процессы при раннем освоении языка, включая особенности усвоения второго языка. Дидактическая интерпретация и методические рекомендации для раннего языкового обучения также представлены.

Ключевые слова: ранее обучение иностранному языку, раннее освоение языка, дошкольный возраст.

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**NEURO-PHYSICAL FEATURES
OF EARLY LANGUAGE
ACQUISITION AND ITS
LINGUISTIC AND DIDACTIC
INTERPRETATION**

Professor: Giniatullin I.

Abstract. The brain mechanisms of early language acquisition are revealed in the article, including the second language acquisition features. The didactic interpretation and the methodic idea of early language teaching are presented.

Keywords: early language teaching, early language acquisition, language acquisition brain mechanisms.

About the Author: Molokova Aleka Sergeevna, student of the Institute of Foreign Languages.

Place of study: Ural State Pedagogical University.

The age of children under review in this article is from 0 to 2. This period has a special value in language acquisition since children of this age show a remarkable skill of learning a single language or a number of them. This age is a critical period when a brain of a child decides which language or languages to consider native.

When a child's brain gets phonetic information from the oral speech it makes a classification of the phonemes which it hears. The mostly used phonemes are considered by the brain the ones that it will need for the future communication. So, from the language learn-

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ing perspective the number of language systems perceived by a child doesn't matter at this age period, every language a child hears will be defined as a native one. This process is most active in the age of 6-8 month and almost completes at the age of 2.

Researches made by Patricia Kuhl, PhD [Kuhl] showed that only live communication with the child shows the result in language acquisition, comparing to a record listening. Social brain controls and filters the information a child gets, by defining a social and communicative value of it, which at this age can be defined only by the source information comes from. So a personal contact to a child is irreplaceable in the process of learning language.

With the beginning of a speech phase a child's brain eagerly start to imply the phonemes of a language defined as a native into a communicative process. The language base of this process consists of the lexical units used in everyday conversations. When a child corroborate the passive language skills he already has (phoneme differentiation) with the lexemes used to solve problems in everyday conversations with persons of the closest contact, the language that is used to get a developmental vector by the mind and starts to improve rapidly using every available source for support. Normally, this happens between the age of 1 and 2. After this happens every language is developing as a native one, and requires only a permanent source for practicing it, by the source a person is meant who provides a language development environment for a child by using the tools of talking, reading and some other.

According to the exceptional opportunity of a child's brain structure and processes an effective foreign language teaching methodic can be developed.

Basically, this methodic will synthetically reproduce the process of language acquisition of a bilingual child with two languages with unequal value (the mother language will still remain more valuable).

The important condition of such methodic is to organize the communication with the child on the languages of interest during all the crucial periods of a natural early language acquisition: under 10 month (hearing phase), from 10 month to 2 years (communicating phase); and to provide a continuity of this educating process after 2.

In this case problems of timing and using of particular language units should be solved.

Language units should cover the everyday routine actions of a particular child, but also a lingo-cultural component for both languages should be considered. The common activities of a child before 2 are ingestion, hygiene procedures, dressing up and research activities aimed to getting acquainted with the environment and social processes around them in the form of a game.

But the lexical basis of the contact should be flexible to fulfill the language needs of a particular child.

The time recommended for a live language contact block is 4 hours. This time can be expanded according to the personal needs, but in general, 4 hours is enough to reach the result. This time is enough to cover the most part of the typical child activities at this age period, according to the results of the experimental classes on this methodic.

The process of such education looks like a foreign-speaking grandmother or a family friend talks to a child regularly, only here this role is played by a professional teacher. So we can talk about brining-up a bilingual child (of course, with non-equal language value) by organizing and simulated language environment.

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ДЕТИ-СИРОТЫ

Преподаватель: Сергеева Н.Н.

Аннотация. Статья посвящена проблеме появления детей-сирот, влиянию общества на их воспитание и социализацию.

Ключевые слова: дети-сироты, смертность, травма, семья, благотворительные общества.

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ORPHANS

Professor: Sergeeva N.N.

Abstract. The article deals with the emergence of orphans, the influence of society on their upbringing and socialization.

Keywords: orphans, mortality, injury, family, Charitable societies.

About the Author: Morkova Alexandra Sergeevna, student of the Institute of Social Education
Place of study: Ural State Pedagogical University.

In the past, numerous children were orphaned. In societies where people married early and had many children, and a high death rate was common in the adult population, many children lost one of their parents, and some both, before coming of age.

Orphans suffered from a higher death rate than other children did. They often had to live outside of standard households, either because they were placed in a foster family or, as was more often the case, because they were placed as servants or apprentices at an earlier age than was common.

Charitable societies first, then towns or nations, organized to improve these children's living conditions and to make it easier for them to become integrated into society.

The number of orphaned children in a society is connected to the political and economic environment (famine, epidemic) and to the demographic situation. As the death rate declined from the seventeenth century onwards, as people began to marry later in many Western countries, and as people died at an older age on average,

children lost their parents later and the number of underage orphans decreased.

All studies indicate a higher death rate among orphans than among other children. In addition to emotional and psychological injury, the impact on their living conditions was serious. Among the working class, the father's death generally resulted in the household's fall into destitution.

Most of the time, children were worse off if they lost their mothers; this phenomenon was recognized in nineteenth-century Europe, China, and Japan. For example, in Linköping, Sweden, in the nineteenth century, 60 % of the children who had lost their mothers before their first birthdays died before the age of fifteen, as opposed to 30 % of those who had lost their fathers, and 25 % of those who still had both parents. The consequences of the mother's death could sometimes be mitigated by the father's prompt remarriage.

When a child's father or mother dies, the household's survival is endangered and several possibilities can be considered: the household may survive, deprived of the deceased parent; the household may be altered by the departure of some of the children or the arrival of a newcomer (aunt, mother-in-law, etc) who is willing to help the surviving parent; the household may be recomposed by the arrival of a stepfather or stepmother, sometimes accompanied by his or her children, if the surviving parent remarries; or the household may be scattered, with the orphans being separated from their surviving parent.

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ПРОФЕССИЯ ГЕОГРАФ

Преподаватель: Сергеева Н.Н.

Ключевые слова: География, учитель, наука, компетентность, риски.

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PROFESSION GEOGRAPHER

Professor: Sergeeva N.N.

Keywords: Geography, science, teacher, career, competence, profession.

About the Author: Pavlova Natalia Olegovna, a student of faculty of Geography and Biology

Place of study: The Ural State Pedagogical University.

If you are romantic at heart, want to travel a lot, ready to know nature in all its manifestations, to contemplate and enjoy the beauty of the landscapes, to develop your character and become stronger physically and psychologically, you should go to the geographical faculty. Teacher is a unique profession, it's beyond time, fashion and territory. Being one of the oldest professions it remains popular among young people nowadays.

Among professional geographers there were and are well-known generals, admirals, sailors and travelers, public figures, diplomats and even heads of states, writers, and actors. Some Russian and world celebrities have higher geographical education. They are musicians, producers, composers, writers and poets, TV presenters, journalists, mass media editors and so on.

Geography is the only one of all sciences, the study of which is referred to entire planet. This science is connected with nature to the greatest extent. Geography is a synthetic science located on the crossroads of natural and humanitarian sciences. As science geography is divided into the physical (the study of nature) and social geography (the study of population and economy: economic and social geography). It also includes such technical discipline as cartography.

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Teachers with a university degree in geography can primarily teach both physical and social geography.

These two branches of geography are subdivided into many more narrow disciplines, each of which corresponds to this or that geographical specialization (about 50 in the Russian register of academic disciplines).

There are “male” and “female” geographic specialties. For example almost all men studying geography in Russia major in military geography. An increased share of men is observed in oceanography, geomorphology, and topography. It's interesting to note that among graduates of geographical faculties of pedagogical universities the sphere of environment, meteorology and cartography is dominated by women.

Now let's look at the major geographical specialties and job opportunities they give.

An economic geographer is a specialist in the field of regional economy (territorial distribution of productive forces, population and economy). The tasks of the economic geographer include: the assessment of natural resources and economic potential of a territory and its people for the country as a whole); valuation of lands; the search of the optimal location for the construction of national economic objects; give the forecast of development of the territory. In general, economic geography assesses the business climate of an area, which is important for future investment in this or that facility and project. Where can an economic geographer work? - Mainly in economic and financial structures, both public and private.

A meteorologist is a specialist in physics of the earth's atmosphere (the study of the processes and phenomena occurring in the air envelope of the Earth, and forecasting weather). Features: meteorology belongs to the category of technical geographical specialties, which imply a good knowledge of physics, mathematics and informatics. Possible places of employment are the Russian hydro-meteorological center, meteorological services at airports and sea-ports and other. A climate scientist is a specialist in climates of the Earth.

A geomorphologist is an expert in topography. The most promising directions in geomorphology: space geomorphology (it

studies the surface of the solar system planets) and aesthetic geomorphology (it creates artificial landscapes). Geomorphology is one of the most practical and well-paid geographical specialties. For example, a geomorphologist can participate in the design of towns and settlements, roads, airports and seaports, dams, water reservoirs, parks, beaches etc. They can work in geological parties.

An oceanographer is a specialist in nature and physics of the World ocean waters.

A hydrologist deals with internal waters of the Earth (rivers, lakes etc). Hydrologists investigate the water cycles, the influence of human economic activity, analyze the regime of water objects and the water regime of individual territories; provide an assessment and forecasts of the and other. A perspective direction for hydrologists in Russia is exploring the future of the deepest lake on Earth - Baikal. No wonder the Limnological Institute of the Russian Academy of Sciences was organized on the shores of this lake.

A cartographer is an expert in the field of maps and atlases design.

A topographer is an expert in creation of large-scale (high-precision) maps of the earth and of planned areas.

All these professions demand knowledge and special skills. Competence is defined as students' readiness for mobilization of their knowledge, skills and external resources for effective activity in specific situations. A geography student must have such basic competences as: informational, communicative, cooperative and problem solving competence. These components make up key competences, namely, self-educational, research, methodological, organizational and prognostic and others.

Working with children in a kindergarten, school, college has always been considered important and honorary by the society. The best representatives of the profession are constantly in demand, their labor is well-paid.

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ЭКОЛОГИЧЕСКОЕ

ОБРАЗОВАНИЕ В

ЗАРУБЕЖНЫХ СТРАНАХ

Преподаватель: Сергеева Н.Н.

Аннотация. Особенности экологического развития, воспитания в развитых зарубежных странах.

Ключевые слова: экология, экологическое образование, природоведение, экологический проект.

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THE ECOLOGICAL

EDUCATION IN FOREIGN

COUNTRIES

Professor: Sergeeva N.N.

Abstract. A few sentences to summarize the main idea of the article.

Keywords: ecology, ecological education, Natural History, ecological project.

About the Author: Petrov Artem Vladimirovich, student of the Geography and Biology Faculty.

Place of study: Ural State Pedagogical University.

British and American children from childhood know about value of environmental, because in foreign countries ecology takes an important place in educational process.

Nowadays, in developed countries, exactly the United States, Great Britain and the Europe Union countries dominate two main ways of ecology education: the "game" method (prevails in primary and secondary school) and the "out-door" method (high school).

The experience of foreign countries in development of "game" method in education is huge. Many courses of "natural history" (environment) are based on the use of this particular method. At the lessons, pupils work with the ecological posters, make discussions in groups and play the table and the computer games. Of course, by this way study not only children, but also students – teachers or ecologists in future, and tourists.

On the other hand, this method does not develop intelligence, as well as the ability to individual thinking. Some recent studies have shown a general reduction of the education and the intellectual level

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of the younger generation in the developed countries, in particular - in the United States.

In fact, extracurricular ("out-door" means "behind the doors" of the class/school) environmental education among three categories of institutions – the schools, public education and conservation organizations, and the training centers.

For example, in schools provide regular classes with children in the street – on the short (half-hour – hour) excursions, on school grounds, etc. This is especially common in "rural" schools, where children can be put in the "nature" for 5-10 minutes. Many schools, especially primary, have their own little "environmental" grounds, actually – a school site, equipped to practice with young children "Natural" in the game form. On these grounds, the children play at recess and explore the plants and animals. Often near these "corners", there are the platforms for "environmental" games with meteorological instruments.

In middle and high school levels to replace playgrounds come meteorological sites, water cleaning device, decorative pond for the study of aquatic flora and fauna.

The second category of organizations involve in the field naturalistic education – public education and environmental organizations. There are special departments in many of them dealing with environmental education and children education. These organizations and their educational units abroad occupy "ecological niche" of our institutions of further education ecological and biological profile, where children come after their studies in school if they wish.

Forms of child involvement in environmental and educational work are several:

1. Special clubs (the analogy of extra activity in Russia), in which a group of students explore something. Usually explored quite specific and often socially important problem, which is initiated by the teacher and the students, help him to collect any material for work.

2. Participation of children (and sometimes their parents with them) in the research projects. The objective of this method is performance by children in the area of their residence – count the birds on the feeders, for example.

3. The third type of organizations – the field ecological training centers. Their work is based on short time ecological practice work for students of all age levels. In working with younger students dominated excursions (day trips, for example), to familiarize children with the environmental objects. In the middle and upper classes dominated the project method and multiday practice work. Students of high school use the “project approach” in which each student chooses a project, which is needed to develop, explore and protect. In fact, the project work is the same as course work in university, but at the school level.

Working with the project student can go to the “nature practice” twice a year, into special training centers. Such centers are pensions for 50-100 people in the beautiful corners of wildlife. During the practice work, students live there for one week. Students can work individually or in small groups of 2-3 people (teams), they organize observations and experiments.

During the practice, schoolteachers only coordinate their students and do not interfere with the educational process.

At the end of the practice work, after returning to school or in the training centers, the students draw up and defend their work. In addition, what is important – the results of a research project are recorded in the certificate of graduation.

And in conclusion, the need of the organization of such practices is needed in Russia. The existing network of institutions of additional education ecological and biological profile will help in the development of environmental education.

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**АУТИЗМ: ЗАРУБЕЖНЫЕ
ПОДХОДЫ К ЛЕЧЕНИЮ**

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**AUTISM: FOREIGN
APPROACHES
TO TREATMENT**

Преподаватель: Алексеева Е.М.

Аннотация. В данной статье отражаются зарубежные подходы к лечению аутизма.

Ключевые слова: аутизм, терапия, прикладной анализ поведения, вербальный подход, развитие навыков, игра.

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Professor: Alekseeva E.M.

Abstract. This article is devoted to foreign approaches to treatment.

Keywords: autism, therapy, Applied Behavior Analysis, Verbal Behavior Therapy, development skills, game.

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The text is about autism. Autism is a rather common disease nowadays. The main purpose of the work is the description of the concept of «autism» (from the Greek. Auto - self) means immersion, withdrawal. Today the problems of autism are attracted due attention to practical psychology. This interest is due on the one hand the advancements in its investigation, and the other - the urgency and complexity of the practical problems of psychotherapy and psychological treatment of the phenomenon. Acute and the issue of early diagnosis, as one out of ten children who receive a diagnosis of mental retardation, in fact autistic. **Autism** is a disorder of neural development characterized by impaired social interaction and verbal and non-verbal Communication, and by restricted, repetitive or stereotyped behavior. The diagnostic criteria require that symptoms become apparent before a child is three years old. Autism affects information processing in the brain by altering how nerve cells and their synapses connect and organize; how this occurs is not

well understood. It is one of three recognized disorders in the autism spectrum (ASDs), the other two being Asperger syndrome, which lacks delays in cognitive development and language, and pervasive developmental disorder, not otherwise specified (commonly abbreviated as PDD-NOS), which is diagnosed when the full set of criteria for autism or Asperger syndrome are not met.

Repetitive behavior. Autistic individuals display many forms of repetitive or restricted behavior, which the Repetitive Behavior Scale-Revised (RBS-R) categorizes as follows. **Stereotypy** is repetitive movement, such as hand flapping, head rolling, or body rocking. **Compulsive behavior** is intended and appears to follow rules, such as arranging objects in stacks or lines. **Sameness** is resistance to change; for example, insisting that the furniture not be moved or refusing to be interrupted. **Ritualistic behavior** involves an unvarying pattern of daily activities, such as an unchanging menu or a dressing ritual. This is closely associated with sameness and an independent validation has suggested combining the two factors. **Restricted behavior** is limited in focus, interest, or activity, such as preoccupation with a single television program, toy or game. **Self-injury** includes movements that injure or can injure the person, such as eye-poking, skin-picking, hand-biting and head-banging. A 2007 study reported that self-injury at some point affected about 30% of children with ASD.

No single repetitive or self-injurious behavior seems to be specific to autism, but only autism appears to have an elevated pattern of occurrence and severity of these behaviors.

Of special interest is **a therapy.** **The main goal** when treating children with autism are to lessen associated deficits and family distress, and to increase quality of life and functional independence. No single treatment is best and treatment is typically tailored to the child's needs. Families and the educational system are the main resources for treatment.

I want to tell you about three approaches of the help to children with autism and cover the following points:

1. **Applied Behavior Analysis (ABA).** Applied Behavior Analysis employs methods based on scientific principles of behavior to build socially useful repertoires and reduce problematic ones.

ABA treatment for autism focuses on teaching small, measurable units of behavior systematically. Every skill the child with autism does not demonstrate – from relatively simple responses like looking at others, to complex acts like spontaneous communication and social interaction- is broken down into small steps. Each step is taught by presenting a specific cue or instruction. Sometimes a prompt is added (such as gentle physical guidance) to get the child started, (A word of caution: Prompts of all kinds should be faded quickly to avoid making the child dependent on them). Appropriate responses are followed by consequences that have been found to function effectively as reinforcers – that is, when those consequences have consistently followed the child’s response, it has been shown that the response was likely to occur again. A high-priority goal is to make learning fun for the child. Another is to teach the child how to discriminate among many different stimuli: his name from other spoken words; colors, shapes, letters, numbers, and the like from one another; appropriate from inappropriate behavior. Problematic responses (such as tantrums, self-injury and withdrawal) are explicitly not reinforced, which often requires systematic analyses to determine exactly what events function as reinforcers for those responses [Shramm 2011: 3 – 17].

2. Verbal Behavior Therapy. Verbal Behavior Therapy teaches communication using the principles of Applied Behavior Analysis and the theories of behaviorist B.F. Skinner. By design, Verbal Behavior Therapy motivates a child, adolescent or adult to learn language by connecting words with their purposes. The student learns that words can help obtain desired objects or other results.

Therapy avoids focusing on words as mere labels (cat, car, etc.) Rather, the student learns how to use language to make requests and communicate ideas. To put it another way, this intervention focuses on understanding *why* we use words.

Verbal Behavior Therapy uses “errorless learning.” The therapist provides immediate and frequent prompts to help improve the student’s communication. These prompts become less intrusive as quickly as possible, until the student no longer needs prompting. Take, for example, the student who wants a cookie. The therapist may hold the cookie in front of the student’s face and say “cookie,”

to prompt a response from the child. Next, the therapist would hold up the cookie and make a “c” sound, to prompt the response. After that, the therapist might simply hold a cookie in the child’s line of sight and wait for the request. The ultimate goal, in this example, is for the student to say “cookie” when he or she wants a cookie – without any prompting.

Verbal Behavior Therapy can help both young children beginning to learn language and older students with delayed or disordered language. It likewise helps many children and adults who sign or use visual supports or other forms of assisted communication [Barbera 2007: 16].

3. Development of skills in game. The play is work for children with neurological difficulties, especially autism, Asperger's syndrome, and sensory processing disorder. This is understandable since many children with a neurological challenges struggle with expressive and receptive language skills, motor planning, as well as sensory processing. These struggles ultimately impact the ability of these children to initiate and engage in free play. The challenge is compounded because they have difficulty learning by watching others—another key element of play. Also, social interaction, is not highly motivating for many of these children, especially children with autism or Asperger's, so they are not naturally inclined to seek out other children to play with. However, reports from parents, educators, and therapists, as well as my own experience show that when these children are taught effective ways to engage with objects and people to expand their sensory, motor, language, and social skills, they have fun [Delaney 2009: 18]!

To sum it up, it is necessary to tell, that presently becomes more and more children with autism. And therapy methods, competent treatment and the correct approach will help them not only adapt to fight to life in society, but also it is possible to become healthy.

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**БУЛЛИНГ В ШКОЛЬНЫХ
КОЛЛЕКТИВАХ У ДЕТЕЙ
ПОДРОСТКОВОГО ВОЗРАСТА С
ОГРАНИЧЕННЫМИ
ВОЗМОЖНОСТЯМИ ЗДОРОВЬЯ**

Аннотация. В статье отражена проблема возникновения буллинга в школьных коллективах. Рассматриваются характеристики детей, которые могут стать жертвами буллинга.

Ключевые слова: буллинг, насилие, жертва, агрессия, подростковый возраст.

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**BULLYING IN SCHOOL
COLLECTIVES OF
ADOLESCENT CHILDREN
WITH DISABILITIES**

Abstract. The article dwells upon the possible priorities in proficiency - oriented language learning for sociology students.

Keywords: The text focuses on aggression in school bands. Reveal characteristics of children who may be victims of bullying are considered.

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The text is about bullying in modern society. Bullying - a relatively new concept in modern life. Definition of the word everyday transformed into an international term and contains a number of social, psychological, legal, and educational problems. Bullying is continuously renewing unwanted behavior, mostly based on unfounded criticism, faultfinding, prohibitions, isolation, treated different, shout, bullied, overly controlled, attacked receives verbal and written warnings, and more. Motivation to it can act envy, revenge, a feeling of hostility, the desire to restore justice, the struggle for power, domination leader, neutralizing the opponent, assertiveness and more, up to meet the needs of sadistic individuals. There are two basic forms of harassment, physical and psychological.

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The text focuses on aggression in school bands. Psychological school bullying - related violence effect on the psyche, causing psychological trauma through verbal abuse or threat, harassment, intimidation, which is intentionally inflicted emotional insecurity.

The purpose of the work focus on the problem of bullying in school collectives of adolescence with disabilities.

Attention is drawn to adolescence is characterized by profound changes that affect the personal development of the child. They relate to physiology, relations developing in adolescents with adults and peers, development of cognitive processes, intelligence and ability. Perhaps the best of the contradictory personality in this period, Anna Freud said: "They are selfish and materialistic, and at the same time filled with lofty idealism. They are ascetic, but suddenly immersed in promiscuity most primitive character. Sometimes their behavior towards other people rudely and unceremoniously, though they are incredibly vulnerable. Their mood oscillates between radiant optimism and most gloomy pessimism. Sometimes they work with inexhaustible enthusiasm, and sometimes slow and apathetic"[2].

Aggressive adolescents differ in some common features, despite the differences of their personal characteristics and behavior. These features include poverty value orientations, their primitiveness, no hobbies, spiritual needs, narrow interests and instability, including cognitive.

Of special interest is victim could be any child, but this usually chooses someone who is weaker or anything different. Most often the victims of violence are children who have [3]:

- Physical disabilities. Children with disabilities being bullied more often than others. These include children who wear glasses with hearing loss or movement disorders. They cannot fight back and defend themselves.
- Behaviors. Target for ridicule and aggression become withdrawn children (introverts and phlegmatic) or children with impulsive behavior. Hyperactive children enter the personal space of other children and adults fit into other people's conversations, games, impose their opinion, impatient waiting for their turn in the game, etc. Hyperactive children can be

both victims and perpetrators, and often both at the same other simultaneously.

- Features of appearance. All that distinguishes child in appearance from the general mass may be subject to ridicule.
- Poor social skills. There are children who have not developed a psychological defense against verbal and physical abuse because of their lack of experience of communication and expression. Children with underdeveloped social skills easier to accept the role of victim.
- Fear of school. It occurs more often in those who go to school with negative social expectations of her. Child exhibiting uncertainty and fear of school , it becomes easier target for mockery classmates.
- Disease. There are lots of disorders that cause ridicule and bullying peers : epilepsy , tics and hyperkinesis, stuttering, enuresis, encopresis, speech - dyslalia, dysgraphia, dyslexia, etc.
- Low intelligence and learning difficulties. Weak ability to dictate and low learning child. Poor performance creates low self-esteem. Low self-esteem can contribute to the formation in one case as a victim, and in another - violent behavior as a payment option. Therefore, a child with low intelligence and learning difficulties can be as a victim of school violence and the abuser.

Prevention of bullying is considered in the text. The problem of bullying prevention is important and deserves wide coverage for many reasons. First, this form of aggressive behavior deeply injures the child's psyche. Secondly, in terms of economic instability, poverty and abundance of aggression in our daily life, stress increases the risk of this phenomenon.

Finally, prevention of bullying (activities to prevent it or withholding at a socially acceptable level by removing or neutralizing generating it causes) will help reduce the magnitude of this negative phenomenon, reduce the amount involved in it " aggressors " and " victims."

In my opinion the problem of bullying is quite relevant at the moment, so you need to work hard to eliminate this problem.

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**КРЕОЛИЗОВАННЫЙ ТЕКСТ
КАК ОСНОВНОЙ
ДИДАКТИЧЕСКИЙ
ИНСТРУМЕНТ¹**

Преподаватель: Шустрова Е.В.

Аннотация. В статье креолизованный текст рассматривается как основное средство индивидуальной образовательной траектории, алгоритм которой также определяется.

Ключевые слова: креолизованный текст, мульти-модальная метафора, индивидуальная образовательная траектория

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**A CREOLIZED TEXT
AS A MAIN DIDACTIC TOOL**

Professor: Shustrova E.V.

Abstract. In the article the creolized text is viewed as a main means of the individual educational trajectory, the algorithm of which is also described.

Keywords: a creolized text, a multi-modal metaphor, an individual educational trajectory

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The modern political, economic and cultural conditions are successful due to their co-operation in the information society, in which the course of rapid technological advances encourages the spread of information non-verbally, supported by verbal components. Thus we witness the synthesis of verbal and non-verbal data, known as a creolized text in Russian Linguistics (works by Sorokin Y. A., Tarasov E. F., Voroshilova M. B., Anisimova E. E., etc.) or a multi-modal metaphor in the works of foreign scholars (Forceville Ch. J., Gruyter W., Whittock T., etc.). J. Freriks states that the

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understanding of a multi-modal metaphor begins with the awareness that two phenomena can or must be understood as being in an identity-relation [Freriks 2004: 45].

The representatives of Generation Z are accustomed to receiving information in the visual form supplied with the laconic verbal comments. This psychological peculiarity may be reflected in the individual educational trajectory, aimed at rationalising the educational process, making huge amounts of data less time-consuming.

One of the tools of the individual educational trajectory could be a creolized text. The algorithm of its implementation may consist of several steps:

- 1) diagnostic tests on students' interests, abilities, needs, level of knowledge in a particular field; analysis of tests' results;

- 2) consultations with students, during which the range of topics, the amount of hours spent on studying, the procedure of getting a credit may be discussed.

For example, we may introduce the individual education trajectory on the topic "Modern African-American poetry".

The students will be able to get acquainted with the history and literature heritage of the African-American diaspora, learn more about the stylistic analysis of poems and their appropriate creative translation into Russian, enlarge the active vocabulary and improve the sense of language. All these goals may be achieved with the help of authentic creolized poetic texts by modern African-American writer Thylas Moss.

The main type of the creolized texts that may be used in this individual educational trajectory is a video fragment, consisting of shots and recited poem verses. Let's enumerate the advantages of these video fragments: they are authentic, cross-cultural, quite numerous (there are 65 of them, enough for the course), besides, they are available on the Internet.

- 3) the final step should be devoted to the feedback on the effectiveness of the course: both sides of the educational process should discuss marks, make comments and air complaints connected with the trajectory. It could be organised in the form of a round-table discussion, a conference, a final project, etc.

To sum it up, the use of the creolized text as a main didactic means of the individual educational trajectory will make the process more absorbing, up-to-date, informative and less run-of-the-mill, time-consuming.

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**ПРИМЕНЕНИЕ
АНГЛОЯЗЫЧНЫХ ПЕСЕН
ДЛЯ РАЗВИТИЯ УСТНО-
РЕЧЕВЫХ УМЕНИЙ: ОТ
ПРАКТИКИ К УЧЕБНОЙ
ПРОГРАММЕ**

Аннотация. Статья посвящена применению англоязычной песни для развития устно-речевых умений на уроках английского языка. Полученные данные свидетельствуют о музыкальных предпочтениях учащихся 7, 8 и 9 классах, их отношения к музыке и к проведённой работе над песней. В соответствие с потребностями учителей и учащихся была создана методическая разработка "Let's speak about English songs", свидетельством эффективности которой явились полученные результаты тестов, опросов и наблюдений.

Ключевые слова: развитие устно-речевых умений, музыка, песни.

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**THE USE OF BRITISH AND
AMERICAN SONGS IN
TEACHING SPEAKING:
FROM PRACTICE TO
CURRICULUM**

Abstract. The article is considered the usability of British and American songs in teaching speaking at the English lessons. Collected data presents the interests and preferences of the students of the 7th, 8th and 9th forms. According to teaching and students' needs themes of song and also songs were provided. They resulted at methodological script "Let's speak about English songs", which has been using at English language lessons for teaching speaking. The evidence of effectiveness of the methodological script is test results and data of questionnaires and observation.

Keywords: music, songs, teaching speaking.

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Music is a very important part of our lives. It expresses the problems and feelings of the people. Music is a form of international communication. Many people learn and practice English by singing songs. Many teachers use songs at the lessons, but do we use all the opportunities, which give us songs?

In our time it is hard to escape music and songs as it occupies ever more of the world around us. Music is everywhere and all students have musical tastes. It would be unwise to ignore this flexible and attractive resource.

Songs work on our short and long-term memory. The singing of songs resembles what Piaget described as egocentric language in which children talk, enjoying hearing themselves. Krashen has suggested that this involuntary repetition may be a manifestation of Chomsky's "language acquisition device". It seems our brains have a natural propensity to repeat what we hear in our environment in order to make sense of it. Songs may strongly activate the repetition mechanism of the language acquisition device.

Songs in general also use simple, conversational language, with a lot of repetition. Although, some songs can be syntactically, lexically and poetically complex.

Songs are relaxing. They provide variety and fun; encourage harmony within oneself and within a group.

In practical terms, songs are short, self-contained texts, recordings and films that are easy to handle in a lesson.

There are also weaknesses of songs. They are

- choosing the way of selection of the songs,
- different musical tastes,
- songs go out of date very quickly,
- some songs have poor vocabulary – too much slang

and bad grammar.

Another question is how songs can help English language teachers in teaching speaking.

There are some traditional song activities

- practicing selective listening comprehension,
- studying grammar,
- translation,

- gap-filling, cloze, or correction,
- energizing and relaxation,
- teaching vocabulary,
- singing.

More rare songs are used for

- talking about the music, lyrics, singer or group, film,
- reading about music genres,
- acting dialogues,
- doing role-plays,
- integrating into project work,
- culture awareness.

Collected data presents that most teachers use songs at the lessons but only 17% the interviewed teachers use songs for teaching speaking. At the same time the interests and preferences of the students of the 7th, 8th and 9th forms are on the side of music and songs. Unfortunately songs are not provided in the existed workbooks. So, the problem of developing new curriculum was posed.

First, problem of song selection was solved. The topics were shaped according to existing curriculum and students' interests.

Second, the methodological script was developed according to established scheme – activities for learning vocabulary → self assessment → listening → self assessment → grammar/translation/singing → self-assessment → speaking activities (content of the song and description of the emotions, singer...) → self-assessment. There are three parts of the methodological script and topics for each form. The topics “Holidays”, “Music” and “Living like a movie star” are for the 7th form, “Facts” and “Money” are for the 8th form and “The vision of our life” is for the 9th. Also the notes for teachers such as answer keys, project scripts, and information about the singer, group, and music genre are provided. Additional materials are Glogs (interactive posters), self-assessment forms, and student's worksheets.

Third, the evidence of effectiveness of the methodological script is test results and data of questionnaires and observation. Students use words from the songs in their speech, songs discussion motivate students to speak and students like these lessons.

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**ТЕАТРАЛИЗАЦИЯ КАК
СРЕДСТВО ПОВЫШЕНИЯ
МОТИВАЦИИ ПРИ
ОБУЧЕНИИ АНГЛИЙСКОМУ
ЯЗЫКУ**

Аннотация. Автором статьи представлены методы, приемы и формы работы с использованием театрализации как активной формы обучения на уроках английского языка на начальном этапе обучения в условиях ФГОС.

Ключевые слова: *театрализация, ролевая игра, системно-деятельностный подход, метод проектов, урочные и внеурочные занятия.*

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**THEATRICALIZATION AS A
WAY TO INCREASE STUDENT
MOTIVATION IN LANGUAGE
ACQUISITION**

Abstract. The author presents methods, techniques and ways of implementing theatricalization as active form of learning English at an early stage in the conditions of the Federal Educational Standard.

Keywords: *theatricalization, role-playing game, task-based teaching, project method, curricular and extracurricular activities.*

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Place of employment: Unyugan, school № 1, the English teacher.

Tell me – and I'll forget, show to me – and I'll remember, let me do – and it will be mine forever!

Benjamin Franklin

These words reflect the full sense of the organization as the curricular and extracurricular activities in conditions of transition to the second generation standards.

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Traditional approach to teaching of a foreign language doesn't meet to modern requirements of the Federal Educational Standard in full. Therefore there is a necessity to apply new teaching methods which allow formation of students' self study skills in order to solve communicative problems.

In "Strategy of modernization of the maintenance of the general education" the updated purposes of the general education are designated where it is told that in school people must master the sum of modern universal modern skills, and learn to apply them in everyday life. It means that it is necessary to pass from subject knowledge training models to practice-focused, competence-based ones. The task facing school is first of all in introduction and effective use of new pedagogical technologies, the project method being one of those.

At the present stage the educational system must be aimed at development of different foreign language teaching methods and approaches. Students will have not only to know much, but also have to learn to think with the help of this knowledge. Problematic character as the principle of learning means that at the training organization the maintenance of training material isn't given in a ready form to learn. It is shown as a part of a problem task in which the contents that is the subject to assimilation takes place of hitherto unfamiliar input.

Galskova N. D. notes that «it is necessary to create situations in educational process in which pupils would show own activity for decision cognitive-communicative tasks for realization this purpose «These tasks must be creative and problem».

One of the problem methods of learning of foreign language is the project method.

Zachyosova E.V. - the participant of a seminar of DOOB-2005, writes in her article: «We have to teach child such ways to achieve results which are general, and work independently from the concrete content.

It is possible but difficult to make it in traditional classroom form of education. It is much easier to apply a project method. The essence it is in brief reduced to training the child in stages of achievement of the purpose, suggesting performing a concrete task. Its essence is that the child is taught to achieve the goal by offering

to perform a specific task». [Zachyosova: <http://doob-054.narod.ru/animals.html/>].

We will address to the dictionary: project method is a form of learning in which students acquire knowledge, skills in the course of planning and fulfillment practical tasks of gradually increasing complexity. They are developed together by the teacher and pupils during training, taking into account surrounding reality and interests of children. [Polonsky 2004:- Page 80].

It is impossible to call use of project method the new word in school education. Historically it appeared in the middle of the previous century when in search of new forms of the organization of studies some schools addressed to Higher Education Institution experience. Besides project method is one of the popular methods in foreign language learning. Its application promotes development and individualization of the child identity, motivation formation to knowledge acquisition by pupils. Thanks to constructive nature of project-based learning pupils not only acquire knowledge of learned language, but they develop a creative activity.

The project is a task which is given, as a rule, at the end of studying a topic. Real situation is created during the course of preparation, creation and presentation of the project. Children interview people, look for the material on the Internet, make schedules, write articles, draw posters, publish books and booklets, compose verses, create scenarios of the movies and remove them, sound movies and cartoons in English.

E.S. Polat offers the following classification of projects. Distribution of projects by general didactic principle (a method dominating in the project or a kind of activity):

1. *Research.*
2. *Creative.*
3. *Role - playing.*
4. *Informational.*
5. *Mono-projects.*
6. *Interdisciplinary.* [Polat 2000]

Task-based learning approach allows introducing active education forms in educational process, which promote the development of creative student's abilities, thinking, and abilities to be recon-

structured in quickly changing modern society. The emphasis for group and pair works which "force out" frontal forms of work is placed. [Kazarinova A.Yu.2012].

We will consider a method of creative projects which are most interesting and close to the age peculiarities of primary school pupils. It is always focused on independent activity of students. They are individual, pair, and group activities.

V.I. Slobodchikov rightly notes that «the expected competencies are not passed from hands in hands, they are not formed in the mode of information and education and, moreover, they can't be counted. They have to be literally fostered, almost «put on themselves» with direct participation of the teacher». [Kukosyan 2005: page 40-43].

The method of creative projects is based on the activity approach where the teacher not only gives knowledge in an explanatory and illustrative form. It creates such conditions in which students autonomously look for a way to solve the problem.

One of the main tasks at the initial stage of learning is to increase students' interest in learning the language. It arises if there is a motivation for language acquisition. There is interest in case there is a motivation for learning and the success situation is created at a lesson. Children learn material better if it is somehow played out and dramatized. Effective help is given by poems, songs and different rhyming.

Among all forms of the creative project drama is the most powerful instrument of discovery of many human abilities and first of all cognition himself and world around, development of interaction skills with other people. Drama is use of theater means in pedagogical process which help language learning at any age, but it is particularly productive at an early stage.

The methodological basis of using theatricalization techniques are systems of KS Stanislavsky and MA Chekhov, have been developed in the works of SV Hippius, PM Yershov, OI Knebel, LP Novitsky.

Theatricalization in the curricular and extracurricular activities is always a small show in which "all play", even the most "silent" actors involved in action as though necessarily, but the mimicry and

expression of their eyes will give out their attention and interest to the events. But it is a special theater, where improvisation is a soul only. [Ivanova 2006: Page 44-49].

John V. Oler notes that a role-playing game makes a person more flexible, i.e. having achieved skill in language behavior, he will easily be able to apply the acquired skills in new situations. [Fried-Booth D. 1988:53]. Pupils create motivation at the lesson through bright, emotional dialogue of the main character with the friends that stimulates children to drawing up interesting dialogues or creation of mini-projects. Attraction of drama activities at lessons is one of important aspects of realization of intersubject connections which promote formation of outlook of pupils, their esthetic development. The main task of these lessons is development of such qualities, as memory, creative thinking, and speech.

Elements of theatricalization and drama are widely used at different stages of the lesson for activation of attention and students' activity. They are used for study of new lexical and grammatical units, and for fixing of the studied material. For example, the students of the second class compose «the rhythm – march» themselves on the stage of the studied material on «modal verb can», where they perfect interrogative construction «Can you ...?» using the elements of theatricalization.

Teacher: Children, please, pick up your toys. Now we are going to be athletes animal.

Pupil1: Can you skip?

Pupil 2: Can you fly?

Pupil3: Can you run?

Pupil4: Can you run?

Pupil5: Can you sit?

Pupil6: Can you swim?

Pupil7: Can you dance?

Pupil8: Can you sing?

Teacher: And what animals will answer, if yes? (Yes, I can!).

Children, we have just composed sports march for a sports festival! Let 'sing together!

The result of this project is rhyme "march" that children have composed themselves. However, forty minutes is not always enough

to achieve this goal, besides, student understands himself in borders of fixed space. Very often he is afraid of getting negative mark which prevents its full emotional and psychological fulfillment. Thus, there is a necessity to expand the framework of curricular activity.

In extracurricular activity activation of a studied training material is carried out. Its interpretation is carried out at new language level with an exit to practical communication by means of the theatrical project. It helps to develop language competence even if language training of children is not at the highest level.

The theatrical project, as well as any other project, has stage-by-stage nature of development. It begins from statement of purposes and tasks, proceeding from the arisen problem.

For example, «*The Twelve months*» project where pupils are divided on groups of researchers and creative group for preparation of demonstration dramatized and for participation in development of the booklet – a calendar, then develop the plan of action.

The theatrical project does not exclude the use of research moments even at primary school during study foreign language. The participants of «*The Twelve months*» project explore a calendar. They come to the opening the new method of memorizing of month names, both in Russian and in English, on the basis of similarity of subjects and the phenomena.

Tiger: Let's address again to "Time machine" and we will try to remember an order of English months by means of the similar code, we as will reduce, we will curtail words.

September, October and November- S O N - son

December, January, February- D J F – DJ "F"

March, April and May- M A M- mom?

June, July and August- J J A – mysterious name.

Cow: What is the result?

Tuzp: SON is DJF, MAM is JJA

As a result use of theatricalization as a form of projects in curricular and extracurricular activities is increasing the student's motivation of English Language Acquisition, developing their creative abilities.

According to the research data was obtained on increasing student motivation. The questionnaire was carried out in order to find out how many lessons the students of second grade wish to have per week when theatricalization is used as a form of project activity in curricular and extracurricular activities. The data is: 2,5% - twice a week; 9,22% - 3 lessons a week; 5,12% - 4 lessons a week; 11,27% - 5 lessons a week; 14,34% - 6 lessons a week.

Project activities of primary school students provide the basis for further creative, project and research work in high school.

The example is the presentation of student projects of the 6th grade «The family tree», «Limericks», «My future life», etc.

Theatricalization as didactic means of active training has a bilateral focus. On the one hand, it facilitates assimilation of the education content, at the expense of those mechanisms which are put in staging (effective education experience, reflection, verbalization), and on the other hand, it increases motivation, provides educational influence on students and also it provides the transition from knowledge to target culture acquisition and task-based learning.

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ХАРАКТЕР В ЛИДЕРСТВЕ

Преподаватель: Походзей Г.В.

Аннотация. Статья дает читателю некоторое представление о существующих типах характера, их положительных и отрицательных чертах и их особенностях в работе с людьми.

Ключевые слова: признание, в сравнении, предрасполагать, разумные игроки, разумно-справедливые, люди с интуитивным мышлением, люди, обладающие интуицией на уровне чувств, раздражать, комендант.

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Ekaterinburg, Russia

TEMERAMENT IN LEADING

Professor: Pokhodzey G.V.

Abstract. The article deals with different characters of people at work, describes situations and reaction of each kind of character for a particular case, points out the main positive and negative traits of each character and compares it with other types.

Keywords: appreciation, in comparison, predispose, sensible playfull(SP), sensible judicious(SJ), Intuitive thinking(NT), Intuitive feeling(NF), to irritate, beach master.

About the Author: Fokina Alina Dmitrievna, student of the Institute of Social education.

Place of study: Ural State Pedagogical University.

The article, I've read about, is entitled «Treatment in leading». It is devoted to the problem of misunderstanding between a leader and his followers. It deals with different characters of people at work, describes situations and reaction of each kind of character for a particular case. The article points out the main positive and negative traits of each character and compares it with other types. It stresses, that each kind of character is unique and should have its individual approach.

It is noted, that whatever our temperament, we are all social creations, and so want to please the boss. All work is done for the boss. Even the most independent among us presents his work as a

gift to the boss, which makes the boss rather imprudent, if he fails to say, in some manner, «Thank you». The article draws attention to the fact, that each work should be encouraged. For example, an achieving person, whose boss fails to give him strokes, and who has no private strokes, soon leaves the job in search of a place, where he is appreciated. On the other hand, the fact is that, to thank a person for smth, he doesn't consider accomplishment, is to at least miss him, at worst insult him. That's why if a leader accepts the primacy of appreciation, he then has the task of learning about his own temperament and that of his subordinates.

One must mention, that the text points out four temperaments: the sensible playful, the sensible judicious, the intuitive thinking, the intuitive feeling. It's said in detail about each of four temperaments and are considered traits of character inherent to each of them.

In conclusion, I'd like to say, that I've found this article knowledgeable for the people of my profession, and for those, who have at least some followers. To my mind, it's not enough to feel your power over people. To become a good leader, you should understand your followers, their thoughts and wishes, only in that case you could influence them, make them work to achieve common positive result.

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Work and Life Integration Organizational, Cultural, and Individual Perspectives. Ellen Ernst Kossek, 2010.

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*Цитцер М., Литовченко О.,
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**ПОДГОТОВКА К ЭКЗАМЕНАМ
ДЛЯ БУХГАЛТЕРОВ И
АУДИТОРОВ**

Преподаватель: Походзей Г.В.

Аннотация. Что требуется для того, чтобы стать успешным бухгалтером или аудитором? Какие возможности открывают колледжи для студентов, которые хотят работать в области экономики? Все об экзамене для кандидатов на должность.

Ключевые слова: учебная степень бакалавра; должность; сфера; Федеральное Правительство; неполный рабочий день; стажировка; независимая бухгалтерская фирма; дипломированный общественный бухгалтер; Совет штата по бухгалтерскому учету; замещать, состоящий из четырех частей; сдать; действующий сертификат CPA; выполнить определенные условия; бизнес-проект; курсы повышения квалификации; добровольная сертификация.

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**EXAM PREPARATION FOR
ACCOUNTANTS AND
AUDITORS**

Professor: Pokhodzey G.V.

Abstract. What is needed to become a successful accountant or auditor? What opportunities do colleges give to students who want to work in the field of economics? All about the exam for candidates for the position.

Keywords: bachelor's degree; position; field; Federal Government; part-time; internship; public accounting firm; certified public accountant (CPA); State Board of Accountancy; substitute; four-part; pass the exam; a valid CPA certificate; to fulfil certain conditions; a business valuation project; advanced training course; a voluntary certification.

About the Author: Litovchenko Olesya, Tkachuk Elena, Tsitser Marina, students of the Institute of Physics, Technology and Economics.

Place of study: Ural State Pedagogical University.

One must admit that most accountant and auditor positions require at least a bachelor's degree in accounting or in a related field. For example accounting and auditing positions usually require 4 years of college training and experience in the Federal Government.

However, one should not forget that many colleges offer students an opportunity to gain experience through summer or part-time internship programs conducted by public accounting or business firms. Besides students must have practical computer skills to find a decent job.

Perhaps we should also point out the fact that professional recognition through certification or licensure provides a distinct advantage in the job market. CPAs are licensed by a State Board of Accountancy. The vast majority of States require from CPA candidates to be college graduates, but a few States substitute a number of years of public accounting experience for a college degree.

One must admit that the 2-day CPA examination is rigorous, and only about one-quarter of those who take it each year passes every part they attempt. Candidates are not required to pass all four parts at once, but most States require candidates to pass at least two parts for partial credit and to complete all four sections within a certain period.

However, one should not forget that those members of AICPA with valid CPA certificates who want to receive ABV, CITP or PFS should fulfil certain conditions: to pass a written exam and a minimum of 10 business valuation projects.

Doubtless, the professional associations (representing accountants) sponsor numerous advanced training courses, seminars, group study programs for regeneration of licenses.

It would be unfair not to mention some information concerning exams for candidates. Candidates must have a minimum of a bachelor's degree, 24 hours of study in financial management, and two years' experience in government, and must pass a series of three exams. As for personal qualities, persons, who planning a career in accounting should have an aptitude for mathematics and be able to analyze and compare, they must be good at working with people, as

well as with business systems and computers. We come to the conclusion that capable accountants and auditors may advance in career very fast.

Perhaps we should also say about the beginning public accountants who may become supervisors, managers, or partners; or can open their own public accounting firm after 1 or 2 years of working.

To draw the conclusion, one can say that accountants and auditors have much occupational mobility. They can move from one sector to another. Such people as auditors and accountants are very capable and hardworking.

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УДК 811.111:376.2:342.211.3

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**ФОРМИРОВАНИЕ
ТОЛЕРАНТНОГО
ОТНОШЕНИЯ К ДЕТЯМ
ИНВАЛИДАМ**

Преподаватель: Яковлева В.А.

Аннотация: Публикация посвящена обсуждению толерантного отношения к детям с ограниченными возможностями здоровья. Рассматривается проблема нетерпимого отношения к детям с ОВЗ и международные акции и документы для защиты таких детей.

Ключевые слова: толерантность, нетерпимость, дети с ОВЗ, «Декларация о правах умственно отсталых лиц», терпимость, индивидуальность.

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**FORMATION OF TOLERANT
ATTITUDE TO CHILDREN
WITH DISABILITIES**

Professor: Yakovleva V.A.

Abstract: The publication draws attention to the questions of attitude towards disabled children. The problem of intolerant relation to children with disabilities is discussed. Some international actions and documents protecting such children are considered.

Keywords: tolerance, intolerance, children with developmental disabilities, "The declaration on the rights of mentally retarded persons", individuality.

About the author: Tsygankova Alexandra Vladimirovna, a student of the Institute of Special Education.

Place of study: Ural State Pedagogical University.

"Tolerance" is a widespread term nowadays. It is often considered in connection with the cases of intolerant behavior: extremism, violence, intolerance to disable people.

In our society disabled are taken in different ways. Some people are absolutely indifferent to them, others are compassionate, the third and they are in minority, are actively sympathizing. Existing stereotypes about intellectual and physical inferiority dooms these people to full isolation in many societies: they can be hardly met in

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the street, in cultural and educational institutions and rarely in high schools.

Raising children is a big job for anyone, and raising a special child can be even harder. Every bodily deficiency (blindness, deafness, mental retardation) changes person's attitude to the physical world, affects their relationships. Many disabled children fail to reach their full potential because they are ignored in schools and other social institutions.

In 1971 the UNO General Assembly adopted «The declaration on the rights of mentally retarded persons», in which paragraph 6 reads: «The mentally retarded person has a right to protection from exploitation, abuse and degrading treatment...».

Considerable attention is paid to the development, education and social adaptation of children with at special educational institutions.

And at the same time, there is no purposeful work among the children with the norm of the development of understanding, respect and acceptance of a child with mental retardation.

Yes, children with disabilities are taken to the concerts; they are given presents for the holidays. But this is not tolerance yet.

The fact is that in everyday life the sick and healthy mostly do not live in any special conditions, in isolation from each other; they are be okay communicating with one another. Understanding and mutual goodwill are interrelated things.

Nobody has the right to laugh at children different from the others. Don't treat them with contempt and arrogance, but, on the contrary, help them, behave correctly even with those who seem to induce real antipathy by their appearance or behavior. Recently the problem of tolerance has begun to be covered widely in mass media, at state and international level. The concept "tolerance" can be presented as patience. Tolerance has to become today the strongest regulator of people's lives.

The main problem of "a special child" consists in restriction of their communication with the world, scarcity of contacts with peers and adults, in limitation of communication with nature, access to cultural values, and sometimes — to basic education. There is a big

problem of negative attitude to children with limited opportunities on the part of their peers.

In 2011 a communication campaign "People are not divided so" was held conducted by Ministry of Health and Social Development of the Russian Federation. Its main goal was formation of the tolerant attitude to people with developmental disabilities. The main slogan of this program says: "People can be punctual, romantic, accurate, and vulnerable. But they can't be divided into disabled people and non-disabled people because people are not divided so." Within this campaign some media materials were developed, such as TV spots, by radio ads, outdoor advertising and Internet banners.

I and my classmates had practical experience communicating with children with disabilities. Four years our class guided a group of children at special boarding-school № 2. Over the years we organized festivals, sporting events for the children, went to the theatre, went on different excursions and occasionally visited them and gave presents.

Today in Russia live 1,6 million children with developmental problems. Children and adults with disabilities are most socially unprotected group of population which is often exposed to cruelty from people surrounding them. But each person is talented.

Tolerance means not only sympathy and patience; the main thing is respect of human rights. This means recognition of the fact that people by nature are different in appearance, social position, communicative skills, behavior and values and possess the right to live in the world and to keep their individuality.

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**ЮЖНО-АФРИКАНСКАЯ
РЕСПУБЛИКА**

Преподаватель: Походзей Г.В.

Аннотация. В статье представлена основная информация о Южно-Африканской Республике, ее социальных проблемах и пути их решения.

Ключевые слова: география, население, экономика, туризм, социальные проблемы.

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**THE REPUBLIC OF SOUTH
AFRICA**

Professor: Pokhodzey G.V.

Abstract. The article presents the basic information on the Republic of South Africa, its social problems and their solutions.

Keywords: geography, population, economy, tourism, social problems.

About the Author: Chernikova Irina Vladimirovna, student of the Faculty of Tourism and Hospitality.

Place of study: Ural State Pedagogical University.

In today's world political and sociocultural processes in the Republic of South Africa has attracted considerable interest of the general public. The role of the state in foreign contacts has been increased recently. Nowadays the increased political weight and activity of South Africa and the growth of social and political interest in it is determined by the need to study the geography, economy and tourism of South Africa. The text also deals with the social problems of South Africa. These problems, described in the text, have the great importance because they hold the development of the country and tourism in it.

Let us consider the geography of South Africa. It lies at the southern end of the African continent, where the Atlantic and Indian oceans come together. South Africa has an area of about more than one million square kilometres. Its neighbours to the north are Namibia, Botswana, Zimbabwe, Mozambique and Swaziland. Lesotho is a

small country that is completely surrounded by South Africa. On the other three sides South Africa is surrounded by the oceans. Most of the country lies on a plateau. In western South Africa the Kalahari and Namib deserts spread over a great part of the country. The biggest river is the Orange. It begins in the Drakenberg Mountains and flows into the Atlantic Ocean.

Secondly, it should be noted the population of South Africa. About 44 million people live in this country. According to the narrator, Blacks make up almost 80% of the population. They belong to different ethnic groups and speak different languages. About half of them – live in cities and the other half on small farms in the countryside. The Whites make up about 10% of the population. Almost all whites live in the big cities. 9% of the population is Coloreds, people of mixed race. 95 percent of all South Africans live in the eastern half of the country and along the southern coast. The northern and western part of the country is very sparsely populated because it is too dry [CorrectEnglish.ru].

In my opinion, it must be mentioned the most important cities in South Africa. Johannesburg is the largest city. Today it is the centre of the country's industry and trade. Cape Town is South Africa's oldest and second largest city. It is known for its famous landmarks. Durban, on the east coast, is the main port and a major industrial centre. It is a well-known fact that South Africa has three capitals. Laws are made in Cape Town. The government and the Prime Minister meet in Pretoria and the country's highest court is in Bloemfontein.

Great emphasis is also attached to economy. One should note here that South Africa is the richest country in Africa. Although it has only 4% of Africa's area it produces about 25% of the continent's goods and services. It is generally agreed that, the South Africa's economy is based on mining and industry. It is the world's biggest gold producer. About 40% of all the gold that has ever been mined on earth comes from this region. Diamonds, coal and copper are other valuable raw materials. Factories in South Africa produce cars, chemicals, iron and steel and machines.

Furthermore, one should not forget that South Africa is a popular destination for European and North American travelers. Tourists from most part of Europe and all from North America aren't required

visas. South Africa has many regional airports throughout the country that makes travel between cities affordable and easy. South Africa offers visitors a wide choice of accommodations. In the large cities such as Cape Town, Durban and Johannesburg, there is a number of internationally recognized hotels such as the Westin and Radisson. The Protea Hotel chain is located throughout South Africa. Throughout South Africa there is a number of wonderful places of interest in the cities as well as in the countryside [South Africa Channel].

Finally, one should accept that like many other African nations, South Africa's population has serious problems. To begin with the population has serious health problems. In the last two decades AIDS has begun to spread rapidly throughout the country. Today 5 million people are infected with HIV, more than any other country in the world. Secondly, corruption and crime are also big issues in South Africa. According to the United Nations it is among the most dangerous countries in the world. As a result rich people are putting up fences and walls and have been hiring security companies to protect them from crime. Also we shouldn't forget that unemployment is very high in the country. About 40 percent of the population doesn't have a job. As in many African countries educated and skilled people are leaving South Africa and moving on to Europe or the United States [CorrectEnglish.ru].

Taken into consideration all the things revealed in this article, we can come to the conclusion that in order to solve these problems it is necessary to have the high-quality sphere of education and high standard of medicine. Besides there is some urgent necessity of providing sufficient places of work and removing forced labour. Moreover, the people's living and cultural standards must be raised. I suppose that in the near future these problems to be minimized and South Africa will become the advanced, developed and safe country. Also one shouldn't forget that South Africa is one of the unique places for travelling on business as well as for pleasure. South Africa is often referred to as a «world in one country» and its abundance of natural, historical and cultural attractions certainly supports this description. I hope that you will see it with your own eyes.

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**СОЦИАЛЬНАЯ РАБОТА С
ДЕТЬМИ ИНВАЛИДАМИ ЗА
РУБЕЖОМ**

Преподаватель: Сергеева Н.Н.

Аннотация. Статья посвящена теме работы с детьми инвалидами за рубежом. Показано как зарубежные социальные работники оказывают свои услуги, какие методы применяют. Описана структура социальной помощи за рубежом.

Ключевые слова: дети инвалиды, социальная работа, поддержка, помощь, реабилитация.

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**Shaidurova N.V.,
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**SOCIAL WORK WITH
HANDICAPPED CHILDREN
ABROAD**

Professor: Sergeeva N.N.

Abstract. The article is devoted to the work with disabled children abroad. Shows how foreign social workers provide their services, what methods you use. Describes the structure of the social assistance abroad.

Keywords: children with disabilities, social work, support, assistance, rehabilitation.

About the Author: Leontieva Anastasiya Sergeevna and Shaidurova Natalia Vladimirovna, student of the Institute of Social Education.

Place of study: Ural State Pedagogical University.

In the developed countries abroad already there were certain standards, forms and work methods with disabled children. It is possible to allocate some about tendencies which need to be considered at creation of system of assistance to such children. First, it is the greatest possible integration of the child with limited abilities in public life. Secondly, advantage of education of these children in a family. Thirdly, an orientation on early diagnostics of violations and their treatment. Fourthly, an individual approach to rehabilitation of the child in each case. Now a number of the programs considering these tendencies is created, developed. One of such programs, the offered

UN, is the Rehabilitation which is based on a direct environment (RNBO). Speaking about social security in the United States, it should be noted that the medical care, payment of grants and compensations, the domestic device and delivery in educational institutions, the pool, etc., which is carried out by social services is provided to disabled people. Such type of social service as home services is used also. In Great Britain the help to disabled people including to disabled children, render 3 groups of the organizations: private owners of the houses providing leaving for a certain payment; public sector; local authorities which provide the most part of social services.

As for education of children with limited opportunities, integration in training and existence of special schools are considered as necessary parallel conditions of education. They keep order and flexibility of an education system and allow such children to join in it and to depart from it as their requirements change. For work with children with intelligence violations in a number of the countries, mainly Scandinavian, there are houses in which lives no more than 30 children. In them is created the situation which is most approached to the family. Experts make observations over children, define treatment and rehabilitation methods, develop individual programs of training. Training of all categories of disabled children is generally carried out at comprehensive schools. The school and public policy is directed on creating conditions for establishment of the closest relationship between pupils of all categories. The activity of the social worker is generally directed on maintenance of necessary financially help – to household the level of a family, the help parents in paperwork on receiving allowances, insurance payments and etc.

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УДК 811.111:343.58

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**ЧЕЛОВЕЧЕСКОЕ НАСИЛИЕ
И ЖЕСТОКОЕ ОБРАЩЕНИЕ
С ЖИВОТНЫМИ**

Преподаватель: Походзей Г.В.

Аннотация. Данная статья рассказывает о детской жестокости и об её последствиях в будущем. На примерах показывается, как детская жестокость перерастает в маниакальные наклонности.

Ключевые слова: жестокое обращение с животными, проявление жестокости, насилие, преступление, поведение, серийный убийца, детство.

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**HUMAN VIOLENCE AND
ANIMAL CRUELTY**

Professor: Pokhodzey G.V.

Abstract. This article deals with children cruelty to animals in childhood affecting the person in the future and the consequences of inaction. The paper gives various examples of children cruelty growing into manic tendencies.

Keywords: animal cruelty, abuse, violence, crime, behavior, serial murder, childhood.

About the Author: Shamygina Nataly Aleksandrovna, student of the Faculty of International Relations and Social-Humanitarian communications, Institute of Social Education.

Place of study: Ural State Pedagogical University.

I'd like to give you a short review of the text under the title "Human violence and animal cruelty", taken from the vet magazine "The Veterinarian" being the widely-read veterinary magazine in Australasia, providing up to date and independent news, views in depth and clinical reviews, etc. This article deals with children cruelty to animals in childhood affecting the person in the future, and the consequences of inaction. The paper also gives various examples of children cruelty growing into manic tendencies. The text can be di-

vided into six parts. The beginning of the article is devoted to the first Mobile Animal Crime Scene Investigation Unit, i.e. a veterinary hospital and forensic laboratory on wheels aimed at helping traditional law-enforcement agencies follow the evidence from dead or wounded animals back to their infliction. According to the author there is a link between violent crimes such as wife and child abuse; rape and murder and animal cruelty.

After that the narrator points out the hypothesis of the Federal Bureau of Investigation concerning children cruelty associated with their criminal activities in the near future on the basis of the studies of criminal cases committed by the main perpetrators of cases, i.e. the U.S. killers.

Then the article states MacDonald's development of a triad of childhood characteristics indicating future aggression and even homicidal behavior in individuals. For example, one-third of pet-owning victims of domestic abuse, according to the text one or more of their children had killed or harmed a pet. Moreover, childhood history of animal cruelty is significantly associated with antisocial personality traits and drug abuse. One should add that pet abuse is one of the five factors predicting other abusive behaviors.

Next notice has been taken to the results suggesting animal abuse being a red flag indicative of family violence in the home. Particular emphasis is laid on the early studies of the role of pets in families with a history of child abuse and neglect causing the prevalence of animal cruelty within child abusing families, and the dynamics of such abuse.

In accordance with the author's viewpoint a pet becomes a vital member of the family, the threat of violence to that pet becomes a powerful force for the abuser. It is noted by psychologists children who witness the family pet being abused have been known to kill the pet themselves. The article also provides the results of the recent surveys of inmates in prison having indicated the role of empathy during the acts of animal cruelty being less important than consoling those cruel acts. Mention was made of the veterinarians' point of view considering a move from animal abuse to human abuse, particularly, child abuse.

The article concludes with a number of effective and appropriate measures to prevent the changes in the child`s mind at the very early age and not to become criminals in future.

In my opinion I have found the text of great interest, practical use drawing our attention to the children behavior at an early age, to their ways of treating animals.

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МАЭСТРО ДЖАЗА:

ЛУИ АРМСТРОНГ

Преподаватель: Алексеева Е.М.

Аннотация. В статье рассматриваются оценка творческой жизни Луи Армстронга, данная Филиппом Аттеберри.

Ключевые слова: инструмент, вокал, карьера, сущность.

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MAESTRO OF THE JAZZ:

LOUIS ARMSTRONG

Professor: Alekseeva E.M.

Abstract. The article dwells upon the assessment creative life of Louis Armstrong given by Phillip Atteberry.

Keywords: instrument, vocal, career, essence.

About the Author: Shestakova

Ekaterina Sergeevna, student of the Institut of musical and art education. Place of study: Ural State Pedagogical University.

I often heard about legendary Louis Armstrong on TV, radio, the Internet and I wanted to learn about his personality in more detail, therefore I chose the text is about creativity of great Louis Armstrong. The title of the article is Lous Armstrong: A Century of Satchmo (Satchmo – “Satchelmouth”). The text focuses on denial of misperceptions society of the presented musician. The article provides a deep analysis of creative period of Armstrong. The work presents the argumentation in against the developed incorrect opinion. The main purpose of the work is to disprove myths about of Louis Armstrong.

Throughout all text author emphasizes the idea that Louis Armstrong is the greatest figure in jazz. Many critics idolize him without having concept that Louis did actually. In the opinion of the author this outstanding musician didn't create anything cardinaly new as people think. He only introduced new lines in the experienced. In the article Phil Atteberry classified these new lines.

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Firstly he says about instrumental solo which wasn't thought up of Armstrong. Overwhelming evidence suggests that instrumental solos existed well before the first jazz recordings in 1917. Louis Armstrong is a product of the era but he isn't the pioneer instrumental solo no way. Moreover he played an important role in the development of ensemble jazz.

Secondly maestro of the jazz isn't the first performer of "scat" in vocal. The author provides the emergence history of this technology. This idea originates from New Orleans. Despite it Louis Armstrong became one of the two or three most important vocalists in the 20th century. Attention is drawn to the fact that this outstanding vocalist is the first singer to demonstrate the full possibilities of projecting a personality through a vocal. The author tells to the reader that many still underrate technical ability of vocal of Louis Armstrong. Oneself Phil Atteberry admits: when he was small he heard nothing remarkable in Louis Armstrong, but then he understood that Louis' range is greater than the casual listener realizes. The author notices that Louis' vocal, however, is terrific.

Thirdly there is a myth about career development. Never Louis Armstrong thought of that that sings and as it does. He relied on musical intuition always. As the author considers his producers knew that it is more favorable to sell and made all decisions without participation of the performer. It is noticed that most innovative creative period of Armstrong occurred while he was under the influence and direction of Lil Hardin, an extraordinarily creative and innovative person. The following two of his producers, Joe Glaser and Jack Kapp, were also strong personalities which skillfully operated his creativity. But despite that for Louis's producers he was only a profit source. Contrary to everything Louis Armstrong didn't lose the talent.

In the following section of the article "Louis on CD" Phil Atteberry tells about the impressions of Louis's written-down compositions. The author gives rather detailed characteristic to disks of the great musician with some comments.

Analyzing Louis Armstrong's creative life the author convinces the reader of that that Louis Armstrong is the greatest figure in jazz music. On the one hand objects to opinion of an idolization of

this musician, on the other hand he says about greatness of Louis Armstrong. To sum it up, the author brings some arguments into protection of the opinion. The idea moves forward that Louis Armstrong, amid great cultural changes and upheaval, never lost himself. Whether he was on a New York concert stage with Leonard Bernstein or in a high school gymnasium in Kansas, he was always Louis, loving his work, and loving the people he shared it with. According to the author that is "soul" in the deepest sense and I completely support the author. I think that exactly Louis's soul so attracted the listener, his musical sensuality. I am sure that Louis Armstrong will be always loved by audience irrespective of time. He will always bewitch hearts of ordinary listeners and to surprise with the musical subtleties even the most inveterate musician!

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**СТИЛИСТИЧЕСКИЙ
АНАЛИЗ СОЦИАЛЬНОЙ
РЕКЛАМЫ**

**Преподаватель:
Ольховикова Ю.А.**

Аннотация. В данной работе автор исследует лингвостилистические особенности текстов англоязычной социальной рекламы против расизма.

Ключевые слова: рекламное сообщение, фонетические средства, лексические средства, синтаксические средства.

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**STYLISTIC ANALYSIS OF
SOCIAL ADVERTISING**

Professor: Olkhovikova J.A.

Abstract. In this article the author focuses on some stylistic features of social advertizing against racism.

Keywords: advertising message, phonetic means, lexical means, syntactical means.

About the Author: Shishkova Anastasia Andreyevna, student of the faculty for Philology and Mass communications.

Place of study: Nizhniy Tagil State Socio-pedagogical Academy.

Multimedia advertising messages are interesting to linguistics as another sphere of using the language. Social advertising represents a special form of impersonal representation and the advancement of social ideas.

Nowadays social advertising is a new necessary element of culture of the XXI century, the kind of activity relevant for the modern society. The subject of our research is social advertising against racism.

Racism is a cornerstone at the heart of which are regulations on physical and mental non-equivalence of human races. Racism consists in division of people into the higher and lower races, first of which are the "founders of civilization" and dominate over others.

Within our research we focus on language means of phonetic, grammatical and lexical levels most regularly used in social advertising messages. In order to draw people's attention to slogans marketing specialists quite often use the following stylistic means of expressiveness.

1. Phonetic means.

The alliteration reception, which purpose is creation of additional musical and melodic effect of the statement, by repeating the same consonants) became the main means of phonetic level in slogans of social advertising:

e.g.: *Racism ruins our lives!*

2. Lexical means.

The brightest and most interesting stylistic devices in social advertising include various lexical means, such as *metaphors*, *pun*, *sarcasm*.

a. Metaphors (the words used in a figurative meaning):

e.g.: *Show racism the red card!*

b. Pun (usage of the words similar in pronunciation, but different in meaning which creates the stylistic effect):

e.g.: *Wash your hands off racism!*

Don't be racism. Be like the panda. They're black, white and Asian.

c. Sarcasm (the sneer, though often having positively coloured words, still creates negative meaning and highlights the person's drawbacks):

e.g. *Racism is so yesterday!*

3. Syntactical means.

In slogans of social advertising we found the following stylistic means of expressiveness of syntactical level: *mononuclear sentences*, *rhetorical questions*, *antithesis*, *repetitions of various kind*.

a. Mononuclear sentences (a sentence with one main member: only the predicate, or only the subject):

e.g. *No to racism!*

Racism. Stop it.

No more racism.

Fight racism!

Keep calm and say no to racism!

No room for racism.

Racism. It stops with me.

Racism wrong.

b. Rhetorical question (the question which has no answer):

e.g.: No, you can't go first! – Is it because I'm black?

What is racism?

Excuse me, have you seen your racism lately?

c. Antithesis (opposition):

e.g.: Black – white.

Love boro, hate racism.

d. Lexical repetition (repetition of the same word, phrase):

e.g.: Love has no color. Say no to racism!

The purpose of social advertising is the change of behavioural model of the society in relation to the object of advertising, and in certain cases – creation of new social values. For this reason the language of social leaflets is full of means of art expressiveness and other creative decisions.

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Штыков Н.К., Черепанова О.В.

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**ПЕРЕПЛАНИРОВКА
НЕРЕНТАБЕЛЬНЫХ
СООРУЖЕНИЙ**

Преподаватель: Григорьева А.В.

Аннотация. В статье рассматривается проблема типизации современных жилых кварталов. Рассматриваются проекты по перепланированию и конструированию на основе старых нерентабельных сооружений, объектов культурно-социального значения.

Ключевые слова: перепланировка, нерентабельные сооружения, мукомольный завод, индустриальная культура.

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**REDEVELOPMENT OF
UNPROFITABLE INDUSTRIAL
CONSTRUCTIONS**

Professor: Grigorieva A.V.

Abstract. The article reveals the problem of typification of modern residential quarters. The projects of redevelopment and designing of original, cultural and socially important buildings on the basis of old unprofitable constructions are considered.

Keywords: redevelopment, unprofitable constructions, flour milling plant, industrial culture.

About the Authors: Shtykov Nikita Konstantinovich, student.

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Place of study: Ural State University of Railway Transport.

One of the main problems of modern urban planning is typification of modern residential quarters. To date, this is manifested in the dominance of bright high-tech style, which is typical not only for residential buildings, but also for industrial and civil buildings.

One of the solutions in the current situation is redevelopment of unprofitable industrial facilities. Industrial monuments are converted into cultural and socially important complexes. These objects are built in the style of avant-garde and constructivism; they are the

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objects of the original design decisions and relieve urban architectural landscape.

There is the problem of preserving old industrial buildings, plant equipment and technology. In the Urals, many old factories, representing not only the historical and technical, but also the architectural and artistic and social value, are in very poor condition, they are not safe and attractive to most people. Today the state of monuments of industrial architecture in the Ural region ranges from «completely lost» to «preserved and converted into a museum complex». The phrase «Ural metallurgical industry» has long been a sign of a particular geographic area on the border of Europe and Asia.

International experience of problem-solving of industrial heritage is richer than domestic. After the global recession of the mid 1970s and the precipitant collapse of industrial economies, many western nations and their cities endured rapid deindustrialization. For traditional industrial areas that once embodied technological and economic progress, this resulted insignificant disinvestment and physical abandonment. Consequently, former industrial landscapes have come to communicate complex images of physical and senses of discursive decline. Physical decline manifests itself through «jungles of rotting buildings and abandoned warehouses», while discursively such areas convey more complex messages such as escalating unemployment, crime and a general social malaise [1].

Here are a few of the brightest examples of conservation of industrial heritage.

The Katajanokka prison dates back to 1837, and functioned as a prison until 2002. The prison underwent an extensive interior renovation to convert the cells of the prison into hotel rooms, with sets of two or three cells combined to make up the current hotel rooms. The Best Western Premier Hotel Katajanokka opened in May 2007 with 106 guest rooms. Renovations cost a reported 15 million euro. As a historic building, strict limits were imposed on the redevelopment due to the strict regime of protection for historically significant buildings that is in effect in Finland [2].

The Zollverein Coal Mine Industrial Complex is a large former industrial site in the city of Essen, North Rhine-Westphalia, Germany. It has been inscribed into the UNESCO list of World Her-

itage Sites since December 14, 2001 and is one of the anchor points of the European Route of Industrial Heritage. The first coal mine on the premises was founded in 1847, mining activities took place from 1851 until December 23, 1986. For decades starting in the late 1950s, the two parts of the site, Zollverein Coal Mine and Zollverein Coking Plant (erected 1957–1961, closed on June 30, 1993), ranked among the largest of their kinds in Europe. Shaft 12, built in Bauhaus style, was opened in 1932 and is considered an architectural and technical masterpiece, earning it a reputation as the «most beautiful coal mine in the world» [3].

On the basis of international experience in such facilities construction, we have developed the project of redevelopment of Yekaterinburg flour milling plant into a modern hotel with preservation of the architectural style.

The elevator was built in the second half of the 20th century on the banks of river Iset and was a complex of mills Simanova-Makarov. The elevator is a monument of industrial avant-garde style.

On the assumption of international experience we decided to transform the elevator of Yekaterinburg flour milling plant into a hotel complex with a cafe, a viewing platform, a car park and some shops. On the basis of this decision, we have the following tasks:

1. To make a drawing of the hotel complex;
2. To create a model of the hotel complex under the characteristics of the industrial design.

In order to realize the first point we familiarized the area of Yekaterinburg flour milling plant, analyzed constructions, the design of the internal devices, including bathrooms, corridors, emergency exits, technical staff rooms.

In the design process the following architectural solutions were implemented:

1. The hotel rooms are located in the columns of the elevator;
2. The circular stairs are located in the two outer columns of the elevator;
3. The corridor is situated in the second row of the elevator. The walls have an angle curve shape in order to create special unique atmosphere;

4. The water closet is standard. In the center of it there is a decorative object in the avant-garde style;

5. The technical staff rooms, the elevators and the stairs are located in the annexed building.

The second point of the plan includes the design of the hotel complex. The model of the hotel complex was created in the programs «sketchup» and «3d max».

We designed a building elevator that includes a rooftop cafe and a viewing platform, a park with a fountain and a technical museum that is a center of modern art.

Thus, our assigned tasks have been fully implemented. Dull and gray plant buildings were transformed in the design and contemporary art centers. Beautiful parks and playgrounds took place of the ruined industrial areas. A former technical zone has become a beautiful place to stay.

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**«БАБУШКА, КАКИЕ У ТЕБЯ
БОЛЬШИЕ ЗУБЫ!»**

Преподаватель: Походзей Г.В.

Аннотация. Это статья рассматривает важность обучения доверию детей младшего возраста согласно структуре межличностного доверия на примере хорошо известной сказки.

Ключевые слова: доверие, обман, структура, межличностный, сказка, BDT структура.

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**«BUT GRANDMOTHER! WHAT
BIG TEETH YOU HAVE»**

Professor: Pokhodzey G.V.

Abstract. This story deals with the importance of education of trust pre-schoolers according to the BDT framework of interpersonal trust on the basis of the well-known fairy-tale and fable.

Keywords: trust, deceit, framework, interpersonal, fable, education, BDT framework.

About the Author: Yakimova Svetlana Michailovna, student of the Institute of Pedagogy and Psychology of Childhood.

Place of study: Ural State Pedagogical University.

I'm going to give you a short review of the article under the title "But Grandmother! What Big Teeth You Have" taken from the website called Psychology Today (<http://www.psychologytoday.com/>) and published on January 24, 2014 by Ken J. Rotenberg. This work is devoted to the questions of the matter of trust, ways of informing young children about the consequences of being untrustworthy, framework of interpersonal trust and education children about deceit and trust through fables and fairy tales.

This story can be divided into seven parts. The author starts by telling the readers about the educational purpose of old fables, especially taking notice of "The Little Red Riding Hood" story. Then the narrator goes on to describe the BDT framework of interpersonal trust which includes the 3 Bases x 3 Domains x 2 Target Dimensions

(BDT) and sees into this structure by giving some detailed explanations of all parts of BDT framework. Further Ken J. Rotenberg backs to "The Little Red Riding Hood" story, shortly retells the plot of that fable and correlates with the BDT framework of interpersonal trust.

The next part explains why the framework is useful in deciphering fable's message and why this story remains popular. The author emphasizes that the framework depicts trust as it was and is. In the fourth part Ken J. Rotenberg pays our attention on what cues children use to decide who to trust and gives some examples proving his point of view.

In the next four paragraphs the narrator explains what parents can do in order to help kids to notice and decode those cues in real life. He gives some advices and instructions proving his point of view by the researches of other scientists and psychologists.

In conclusion the author talks about modern "techno-wolves" in the Internet and helps parents providing them with information and guidance regarding children's and adolescents' internet usage. The emphasis is laid on the problems of detection cues communicating by the Global Web.

In my opinion, I've found the article useful, interesting and knowledgeable. This article provides me with some valuable professional skills and it may be very helpful in my future educational practical use.

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Актуальные проблемы профессиональной сферы в современном мире. Немецкий язык

УДК 811.112.2:159.942.5:159.922.7

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ПОЛОЖИТЕЛЬНЫЕ ЭМОЦИИ У РЕБЕНКА

**Преподаватель: Сергеева Н.Н.,
Энгельгардт Э.**

Аннотация. Положительные эмоции оказывают на детей благотворное воздействие.

Ключевые слова: эмоции, настроение, позитив, родители.

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POSITIVE EMOTIONEN BEIM KIND

**Professor: Sergeeva N.N.,
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Abstract. Positive Emotionen haben positive Auswirkungen auf die Kinder.

Keywords: Emotionen, Stimmung, Positive, Eltern.

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Müde vom Gequengel unserer Kinder, ihren Launen und ihrem Brüllen bemerken wir oft gar nicht, wie viele positive Emotionen diese Kinder eigentlich haben. Sie sind verspielt und fröhlich. Mich fasziniert die Frage, warum die Kinder eigentlich so fröhlich, verspielt und rührend sind?

Positive Emotionen wirken auf uns zurück. Im Gegensatz zu negativen Emotionen tragen die positiven viel zum geistigen und seelischen Wachstum bei. Die gute Stimmung des Kindes ist ein sicheres Zeichen dafür, dass bei ihm und bei den Eltern alles gut läuft. Das wichtigste Gebot des übergeordneten Verhaltenskodex lautet: Positive Emotionen erhöhen und entwickeln das Intelligenzpotential ebenso wie das soziale und das physische Potential eines Kindes, die Fähigkeiten, die es im Erwachsenenalter braucht. Daher spielen diese Emotionen eine entscheidende Rolle für die Entwicklung der Persönlichkeit und der Gesellschaft.

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Wenn ein Jungtier negative Emotionen erfährt, sucht es Deckung, und wenn es keine in der Nähe gibt, so erstarrt es an Ort und Stelle. Wenn es sich dagegen in Sicherheit fühlt, geht es mutig auf die Welt zu. Nur wenn ein kleiner Menschenknirps überzeugt ist, dass alles in Ordnung ist, kriecht er zu den Spielzeugen und beschäftigt sich mit ihnen. Das Kind, das sich in Sicherheit fühlt, von der Mutter geschützt, erkundet die Welt schneller. Der Instinkt der Selbsterhaltung ist viel zu stark, und jede Mutter kann beobachten, wie ihr Kind die negativen Emotionen erfasst, die den Prozess der Erkenntnis bremsen. Der Kleine will nichts riskieren, deshalb wendet er sich von seinen Erkundungen sofort ab und beginnt zu weinen und zu schreien. Und nur wenn er die Mutter wieder sieht, beruhigt er sich wieder und nimmt die unterbrochene Beschäftigung wieder auf.

Ich denke, Kinder sind für die positiven Emotionen empfänglicher, gerade weil in den ersten Jahren des menschlichen Lebens aktiv die Entwicklung und die Akkumulation von Ressourcen stattfindet. Positive Erlebnisse beflügeln das Kind, die Welt zu erkunden, wodurch eine Vielzahl von Fähigkeiten angeregt wird. Dies wiederum löst positive Emotionen aus, verbessert die Stimmung, der Prozess wird vorangetrieben, körperliche und geistige Fähigkeiten werden stimuliert. Unter dem Einfluss von negativen Emotionen sucht das Kind Schutz, stützt sich auf ihm schon Bekanntes, und opfert dafür die Entwicklung von etwas Neuem.

Die Forscher behaupten, dass die Menschen, wenn sie positive Gefühle empfinden, zu denken beginnen und in einer anderen Handlungsbereitschaft stehen: Ihr Denken arbeitet locker und schöpferisch, und ihr Tun wird entschlossener und mutiger. Das alles hilft dem Kind, mit den alltäglichen Problemen zurechtzukommen und bringt ihm wieder neue positive Gefühle. Wenn so ein Prozess in einem jungen Menschen wirklich im Gang ist und er sich seiner bedient, kann sich sein Leben total zum Besseren wenden.

Ich bin zu überzeugt:

Positive Emotionen entwickeln die intellektuellen, sozialen und physischen Ressourcen des Kindes, die für sein weiteres Leben notwendig sind;

Eine Anhebung des Niveaus der positiven Emotionen kann das Kind zu einer radikalen Verbesserung seiner Fähigkeiten und seines Befindens bringen;

Positive und negative Eigenschaften gehören zum individuellen Charakter des Kindes.

And the most pleasant thing is: a rational process of education requires parents to cause positive emotions in children and to develop positive character traits instead of having to correct the negative ones. It is impossible to understand whether a child of three months is good or sensible, but it is quite easy to notice the smile on his face.

It is understandable, of course, that parents – absorbed by nagging, tears and quarrels of their kids - do not always follow the advice of psychologists. But I think the most important thing is to be always aware about the need of giving your child as many pleasant emotions as possible.

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СЕСТРИНСКОГО УХОДА ЗА
ПАЦИЕНТАМИ РАЗНОЙ
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ПРИНАДЛЕЖНОСТИ**

**Преподаватель: Шардин С.А.,
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Аннотация. Особенности сестринского ухода за пациентами женского и мужского пола.

Ключевые слова: уход, комплаенс, пациент.

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**DIE BESONDERHEITEN DER
MEDIZINISCHEN
BETREUUNG DER
PATIENTEN JE NACH
GESCHLECHT**

**Professor: Schardin S.A.,
Penkova E.A.**

Abstrakt. Die Besonderheiten der medizinischen Betreuung der Patienten, männlich und weiblich

Stichworte: Betreuung, Compliance, Patient.

Über den Autor: Ispavskii V.E., Student.

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Das Thema unserer Forschung heisst: "Die Besonderheiten der medizinischen Betreuung der Patienten je nach Geschlecht". Die Pflege ist eine Reihe von Maßnahmen, um die vollständige Umsetzung der Patientenversorgung und der ärztlichen Verschreibungen für ihre Behandlung zu gewährleisten. Pflege ist untrennbar mit der Behandlung verbunden. Sie ergänzen einander und dienen einem gemeinsamen Ziel. Pflegearrangements und die Umsetzung der Aktivitäten sind ein integraler Bestandteil des medizinischen Personals aller Heilanstalten. Patientenversorgung ist weitgehend in der Verantwortung der Krankenschwestern.

Das Volumen der medizinischen Informationen wächst sicherlich von Jahr zu Jahr, und man hat viele Bücher über Krankenpflege geschrieben, aber in der Praxis ist es fast unmöglich, die Fachliteratur über differenzierte Pflege zu finden. Man muss beachten, dass ein Mann und eine Frau "zwei Gegensätze" sind, die

genetischen, morphologischen, physiologischen und psychologischen Besonderheiten haben, darum soll die Pflege unterschiedlich sein. Man muss die Besonderheiten der medizinischen Hilfe der Patienten je nach Geschlecht berücksichtigen. Ausserdem sind wir überzeugt davon, dass die Hauptrolle in der medizinischen Vorsorge der Männer sogenannten Compliance spielt. Unter Compliance versteht man die Empfänglichkeit der Patienten zur Therapie, seine Bereitschaft alle medizinische Verordnungen zu erfüllen, seine Fähigkeit zu heilen.

Wenn es um die Frauen geht, ist ihr emotionales Befinden am wichtigsten.

Der Hauptziel unserer Forschung ist die allgemeine Empfehlungen für medizinische Vorsorge der Patienten je nach Geschlecht zu erarbeiten und vorzuschlagen. Zu den Aufgaben der Forschung gehört die Besonderheiten des Verhaltens und des Krankheitsverlaufs je nach Geschlecht zu bestimmen, um richtige Taktik der medizinischen Vorsorge zu wählen.

Wir interviewten durch Fragebögen mehr als 100 Patienten in der Stadtklinik № 14 von Ekaterinburg und in einem Bezirksklinik von Nischni Tagil.

Die Ergebnisse sind:

1. Über 50% der Befragten haben einen geringen Grad von Compliance.
2. Weniger als 40% der Männer haben gute Compliance.
3. Etwa 60% der Frauen haben gute Compliance.
4. 85% der Frauen berichten, dass ihr emotionalen Zustand die Behandlungsrate stark beeinflusst, bei Männern nur 35%.
5. Die meisten Männer sind Introvertierte, die meisten Frauen – Extravertierte.

Außerdem wurde eine Umfrage durchgeführt, die zeigte, welche Krankheiten Männer und Frauen am häufigsten haben, und man kann schon einige Regelmäßigkeiten sehen. Die Ergebnisse zeigen, wie wichtig die Teilung der Patienten je nach Geschlecht ist, sowie Mangel an Wissen über die Notwendigkeit und die Besonderheiten der Pflege für die Patienten je nach Geschlecht.

Auf Grund der Ergebnissen wurden einige allgemeine Empfehlungen für medizinische Vorsorge der Patienten je nach Geschlecht erarbeitet. In erster Linie muss man feststellen, dass bei der medizinischen Vorsorge nicht nur die Verpflichtungen, sondern auch das gute, uneigennützliche, scharfsinnige Verhalten des medizinischen Personals eine grosse und wichtige Bedeutung hat, sowie die Organisation von Freizeit eines Patienten während des Aufenthalts im Krankenhaus wichtig ist.

Wir haben festgestellt, dass zu den Besonderheiten der medizinischen Vorsorge der Patienten des männlichen Geschlechts gehören:

- 1) Compliance der Patienten zu bestimmen;
- 2) Gründlich, aber nicht zwangslos dem Patienten die Wichtigkeit solcher Massnahmen wie strenge Befolgung des Tagesplanes, richtige Ernährungsweise und Diät, regelmässige Einnehmen der Arzneien zu erklären. Wir haben bemerkt, wenn die Medizinschwester mit dem Patienten mit Zwagston spricht, macht er meistens alles verkehrt. Wenn schneller der Patient ohne fremde Hilfe selbst verstehen kann, dass die Befolgung der ärztlichen Vorschriften seine Genesung beschleunigt, desto schneller sein Compliance wächst. Dabei hat das Studium der Patienten eine Bedeutung.

- 3) Es ist wichtig einige Grundlage des Studiums der Patienten wissen:

- 4) Das Studium eines Mannes wird besser, wenn er besser verstanden hat, welche Vorteile ihm die neue Information bringt;

- 5) Die Ordnung der Darstellung der neuen Information muss "von Einfachsten zu Kompliziersten" gebaut werden;

- 6) Man muss das Streben eines Patienten zur Befolgung der ärztlichen Vorschriften anspornen und ihn dafür loben;

- 7) Man muss auf die Verbesserung seines Befinden bei der Erfüllung der ärztlichen Vorschriften standing zeigen.

- 8) Die Kontrolle für Erfüllung der ärztlichen Vorschriften ist auch wichtig;

- 9) Das Gespräch, die Zusammenarbeit des medizinischen Personals und der Familienangehörigen haben auch Bedeutung. Man muss den Verwandten erklären, was für den Kranken nützlich und

was gefährlich ist, zusammen für Erfüllung der ärztlichen Vorschriften beobachten.

Zu den Besonderheiten der medizinischen Vorsorge der Patienten des weiblichen Geschlechts gehören:

- 1) Compliance einer Patientin zu bestimmen;
- 2) Für Erfüllung der ärztlichen Vorschriften zu beobachten;
- 3) Man muss für emotionales Befinden der Patientin, besonders in der prämenstruellen Periode beobachten;
- 4) Das Gespräch mit Familienangehörigen muss man durchführen und denken dabei daran, dass die emotionale Unterstützung für die Patientinnen sehr wichtig ist.
- 5) Wenn es möglich ist muss man positive Laune der Patientin unterstützen und Depressionen vermeiden.

Das Thema unserer Forschung fördert weitere Erarbeitung. Schließlich wünschen wir Ihnen, gesund zu sein.

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**МЕТОДИКА РАЗВИТИЯ
КОММУНИКАТИВНОЙ
КОМПЕТЕНЦИИ
УЧАЩИХСЯ С
ПРИМЕНЕНИЕМ
АУТЕНТИЧНЫХ ТЕКСТОВ**

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**DIE METHODIK DER
ENTWICKLUNG DER
KOMMUNIKATIVEN
KOMPETENZ BEI DEN
SCHÜLERN MIT DER
ANWENDUNG DER
AUTHENTISCHEN TEXTE**

**Преподаватель: Сергеева Н.Н.,
Энгельгардт Э.**

**Professor: Sergeeva N.N.,
Engelhardt Ä.**

Аннотация. Как влияет чтение аутентичных текстов на развитие иноязычной коммуникативной компетенции у учащихся на среднем этапе обучения.

Abstract. Wie beeinflusst die Lektüre der authentischen Texte die Entwicklung der fremdsprachlichen kommunikativen Kompetenz bei Schülern der Mittelstufe.

Ключевые слова: коммуникативная компетенция, аутентичность, аутентичный текст.

Keywords: die kommunikative Kompetenz, die Authentizität, der authentische Text.

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Aus heutiger Sicht gilt die Entwicklung der fremdsprachlichen kommunikativen Kompetenz im Deutschunterricht als eines der Hauptziele des Fremdsprachenunterrichts. Im Folgenden möchte ich den Begriff «die kommunikative Kompetenz» etwas genauer beleuchten.

Wissenschaftler und Methodiker beurteilen die kommunikative Kompetenz unterschiedlich. Die Kompetenz ist ein weiter Begriff, der in vielen Bereichen verwendet wird; er bedeutet das gewisse System des Wissens, der Fähigkeiten und der Fertigkeiten, die bei der Lösung der Aufgaben in einem bestimmten Bereich in die Praxis umgesetzt werden. So ist die kommunikative Kompetenz ein System

des erworbenen Wissens, der Fähigkeiten und der Fertigkeiten. Bim I. L. betrachtet die kommunikative Kompetenz als die Bereitschaft und die Fähigkeit, die Kommunikation in der Fremdsprache in einem bestimmten Rahmen umzusetzen, sowie die Erziehung, die Bildung und die Entwicklung der sprachlichen Persönlichkeit.

Man denkt, dass das Ziel des Fremdsprachenunterrichts die Entwicklung einer Kultur der Kommunikation im Prozess der Bildung aller Komponenten der fremdsprachlichen kommunikativen Kompetenz ist. Das Ziel der Bildung der kommunikativen Kompetenz ist der ausgeführte kommunikative Akt.

Die Komponenten, die die kommunikative Kompetenz bilden, sind sprachliche Kenntnisse, Fertigkeiten und Fähigkeiten.

Das Mindestniveau der Entwicklung der kommunikativen Kompetenz sieht - gemäß dem staatlichen Bildungsstandard für die Fremdsprache - die folgenden Fertigkeiten vor: unkomplizierte authentische Texte (mit dem Verständnis des Hauptinhalts und mit dem vollen Verständnis) lesen und verstehen; sich mündlich in standardmäßigen Situationen der kulturellen Lebenssphären zurechtfinden; in mündlicher Form von sich selbst und von seiner Umgebung kurz erzählen, nacherzählen, die eigene Meinung und eigene Einschätzungen äußern; die Fähigkeit, schriftlich einfache Informationen wiedergeben zu können.

In unserem Forschungsprojekt werden wir die Methodik der Entwicklung der kommunikativen Kompetenz bei den Schülern der Mittelschule mithilfe des Lesens von authentischen Texten betrachten.

Wir halten die Lektüre authentischer Texte für eines der wichtigsten Instrumente bei der Ausbildung der sprachlichen Fertigkeiten und Fähigkeiten. Unseres Erachtens stützt sich vieles im Fremdsprachenunterricht auf das Lesen. Wenn wir in der Fremdsprache nicht lesen, so können wir auch nicht beginnen in der Fremdsprache zu sprechen und die Sprache zu verstehen. Vor uns steht das Ziel, auf der Sekundarstufe eine Vorstellung vom authentischen Text und den mit ihm verbundenen Arbeitsverfahren zu vermitteln.

Der Begriff «authentischer Text» ist mehrdeutig, es existieren verschiedene Standpunkte. Der Begriff der Authentizität gehört zur Echtheit von Eigenschaften, Gefühlen und Absichten. Unter einem

authentischen Text verstehen wir einen Text, der nicht speziell bearbeitet ist. So ein Text spiegelt den natürlichen sprachlichen Gebrauch wider, d.h. er spiegelt die Kultur der Sprache wider. Das bedeutet, authentische Texte sind Materialien, die der kommunikativen Praxis von Muttersprachlern entnommen werden. Man unterscheidet zwei Arten von authentischen Texten: Funktionale und informative. Die funktionalen Texte sind verschiedene Instruktionen und Erklärungen. Die informativen Texte sind Artikel, Register, Briefe, Meinungsumfragen, Interviews usw.

Es gilt als erstrebenswert, fremdsprachliche kommunikative Kompetenz anhand authentischer Materialien zu entwickeln, so werden die Schüler in die Kultur der Muttersprachler einbezogen.

Wir arbeiten mit Schülern in der Mittelstufe und studieren das Arbeitsverfahren mit authentischen Texten in dieser Etappe. Die Übungen werden als Sprechsituationen für die Schüler gestaltet, sie erfüllen sie oft in Spielform, in Gruppen, individuell oder zusammen.

Wir sehen verschiedene unterrichtsmethodische Materialien durch und registrieren folgende Textsorten: Mustertext, Ausspruch, Brief, E-Mail, Erzählung und Interview. Es existieren folgende Arbeitsetappen mit dem Text: Dem Text vorausgehende, während des Textes stattfindende- und nach dem Text folgende- Etappen.

In unserer Forschungsarbeit ziehen wir diese Schlussfolgerungen: das Lesen muss motiviert sein. Die Motivation ist das Begreifen von der Nützlichkeit und der Notwendigkeit des Lesens.

Die authentischen Texte sollen Information enthalten, die die Schüler mit der Kultur der Muttersprachler bekanntmacht.

Die Schüler können manchmal ein Wort, einen Satz oder einen Ausdruck nicht verstehen, sie können sich für ein Thema nicht interessieren, deshalb sollen die Texte den Altersbesonderheiten der Schüler entsprechen. Es ist sehr wichtig, ein Übungssystem zu wählen, das das Wissen prüft und verbessert. Man muss einen genauen Plan erstellen und alle Etappen mit der Arbeit an Texten durchführen.

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БОЛЬШЕ, ЧЕМ ЧУВСТВО
Преподаватель: Яковлева В.А.,
Энгельгардт Э.

Аннотация. Негативные эмоции - это не плохо.

Ключевые слова: Негативные эмоции, стресс, гнев, чувство.

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MEHR ALS EIN GEFÜHL
Professor: Yakovleva V.,
Engelgardt Ä.

Abstract. negative Emotionen – das ist nicht schlecht.

Keywords: Negativen Emotionen,, Stress, Zorn, Gefühl.

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Das Gefühl, also das, was wir bewusst als Angst, Freude, Wut oder Trauer erleben, ist nur die Spitze des Eisbergs. Genau wie bei den schwimmenden Eisriesen bleibt auch bei emotionalen Prozessen vieles für uns im Verborgenen. Denn Emotionen betreffen nicht nur das subjektive Erleben, sondern umfassen auch körperliche Reaktionen auf bestimmte Reize, die den Menschen auf ein Verhalten vorbereiten und ihn zum Handeln bewegen sollen. So lässt der Anblick einer Schlange automatisch Herzfrequenz und Blutdruck steigen, verbessert damit die Blutversorgung in den Muskeln, bedingt über die Freisetzung von Hormonen eine optimale Energieversorgung der Muskulatur, lenkt die Konzentration auf die potenzielle Bedrohung und das Denken weg von anderen, momentan unwichtigen Dingen. All das schafft die idealen Voraussetzungen für zwei Handlungsoptionen: Kampf oder Flucht.

Negative Emotionen wie Angst oder Wut sind nicht von vornherein schlecht, denn durch sie haben Menschen schließlich gelernt zu überleben, Gefahren zu erkennen und ihnen auszuweichen. Auch Stress erfüllt eine nützliche Funktion, denn ein aktives Leben

braucht einen gewissen Stresslevel. Vermutlich sind aktive Menschen unter Stress glücklicher als diejenigen, die Anstrengungen oder Konflikten aus dem Weg gehen. Martin E. P. Seligman forderte Ende der Neunzigerjahre des vorigen Jahrhunderts die PsychologInnen auf, sich endlich mehr um das menschliche Wohlergehen zu kümmern. Seither wurde eine Unzahl von Studien durchgeführt, die zeigen sollen, was glücklich macht und welche Vorteile das bringt. Positive Psychologie heißt dieser neue Forschungsbereich. Offenbar besitzen Menschen eine bestimmte Bandbreite von Glücksempfindungen, die genetisch festgelegt ist. Das bedeutet, dass jemand mit einem Wert von 5,5 auf einer Glücksskala von eins bis zehn sich sowohl dem Wert fünf als auch dem Wert sechs nähern kann, aber kaum die Sieben erreichen wird. Außerdem fallen die meistens Menschen nach positiven oder negativen Ereignissen nach zirka einem Jahr auf den früheren Glückslevel zurück. Manche Menschen befinden sich auch in einer "Hedonistischen Tretmühle", denn das neue Gewand oder das flotte Auto macht nur kurze Zeit glücklich, doch dann braucht der Mensch wieder neue und meist auch teure Dinge, um positive Emotionen wie Glück oder Freude zu empfinden. Übrigens: Wer karitativ tätig ist oder anderen Geschenke macht, ist im Durchschnitt zufriedener als Menschen, die ihr Geld horten.

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УДК 372.881.112.1:371.321

Мамина М.В.

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**РЕАЛИЗАЦИЯ ЭЛЕМЕНТОВ
ИНФОРМАЦИОННО-
КОММУНИКАЦИОННЫХ
ТЕХНОЛОГИЙ НА УРОКАХ
НЕМЕЦКОГО ЯЗЫКА**
Преподаватель: Сергеева Н.Н.

Mamina M.V.

Ekaterinburg, Russland
**NUTZUNG VON
INFORMATIONEN- UND
KOMMUNIKATIONSTECHNO
LOGIEN IM
DEUTSCHUNTERRICHT**
Professor: Sergeeva N.N.

*Sprachlich leicht überarbeitet von
Engelhardt A.M.*

Аннотация. Методическое обоснование и предпосылки применения и реализации информационно-коммуникационных технологий на уроках немецкого языка в средней школе.

Ключевые слова: цели обучения иностранному языку, возрастные особенности, педагогические задачи, проблемы обучения иностранному языку, инновационное развитие, процесс информатизации, кабинет иностранного языка, компьютер, сочетание элементов информационно-коммуникационных технологий.

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Inhaltsangabe. Methodische Begründung und Vorbedingungen für die Nutzung von Informations- und Kommunikationstechnologien im Deutschunterricht der Sekundarstufe I und II.

Stichwörter: Ziele des Fremdsprachenunterrichts, Besonderheiten der Altersstufen der Schüler, pädagogische Aufgaben, Probleme des Fremdsprachenunterrichts, innovative Entwicklungen, Prozess der Informatisierung, Sprachlehrraum, Computer, die Kombination der Elemente der Informations- und Kommunikationstechnologien.

Über die Autorin: Mamina Marina Viktorowna, Studentin des Fremdspracheninstituts.

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Man versteht heute die Ziele der Fremdsprachenunterrichts als ziel- und ergebnisorientierte Planung der Wechselwirkung zwischen Lehrer und Schüler. Außerdem sind diese Ziele in der deutschen Sprache differenzierter [Гальскова Н. Д., Гез Н. И. 2004: 124]. Sie

bestehen hier in der Entwicklung des kommunikativen Kompetenzbereiches, der Anwendung der Sprache für die Erhöhung der allgemeinen kulturellen Kompetenzen der Schüler und der Bildung der sprachlichen Persönlichkeit.

Die Kinder, die sich in den verschiedenen Stufen der Ausbildung befinden, haben auch ihre eigenen altersentsprechenden und psychologischen Besonderheiten [Мухина В.С. 1998: 456-457; Талызина Н. Ф. 2003: 40-42]. Ohne deren Berücksichtigung ist es weder möglich eine multimediale Einzelstunde, noch eine kontinuierliche Unterrichtseinheit aufzubauen.

Wenn man diese Besonderheiten akzeptiert und sich sachkundig auf sie stützt, dann kann der Pädagoge einen wirksamen Plan für die Stunde entwerfen. Außerdem ist es möglich, mit der Nutzung von Informations- und Kommunikationstechnologien, gleichzeitig mehr als eine pädagogische Aufgabe zu lösen. Das heißt man kann gleichzeitig die Effektivität bei der inhaltlichen Aneignung des Unterrichtsgegenstands erhöhen, den sprachlichen Lernprozess im Hinblick auf die Korrektheit erleichtern und die kommunikativen Fähigkeiten entwickeln.

Die Fremdsprache gilt als das Fach, das infolge seiner Besonderheit von einer flexiblen und umfassenden Verwendung verschiedener technischer Mittel in der Ausbildung profitiert. Die Computertechnologien eröffnen deshalb neue Möglichkeiten im Fremdsprachenunterricht.

In der modernen Schule stellt uns der Prozess des Fremdsprachenunterrichts vor Probleme, die wir mithilfe einer Kombination von traditionellen Unterrichtsmedien wie Lehr- und Arbeitsbüchern, und der Anwendung moderner Informations- und Kommunikationstechnologien lösen können.

Das sind Probleme wie zum Beispiel die Schaffung günstiger pädagogischer Bedingungen [Бим И. Л. 1997: 179] für den Fremdsprachenunterricht. Auch das Klassenzimmer ist ein wichtiges Element im Unterrichtsprozess des Fremdsprachenunterrichts. Gleichzeitig stellt es die organisatorische Form dar, in der die multimedialen Mittel des Unterrichts integriert sind.

Die Beherrschung der modernen Technologien ermöglicht auch im Fremdsprachenunterricht innovative Entwicklungen. Dafür

мüssen sich aber die Bildungsinstitutionen auf die Informatik einstellen und sie als integrativen Teil der Bildung wahrnehmen.

Der Prozess der Informatisierung bedeutet den Weg der Teilnehmer des Ausbildungsprozesses von Informatik- und Computergrundkenntnissen zur informativen Kompetenz [Цындра Н. М.: Электронный ресурс]. Das heißt, dass zur Struktur der Bildungseinrichtungen die Beherrschung der Computertechnik durch die Pädagogen ebenso wie deren Fähigkeit zur Anwendung der Computertechnik für das Erreichen pädagogischer Ziele gehören.

Die Informations- und Kommunikationstechnologien im Deutschunterricht eröffnen die Möglichkeiten des Computers als optimalen Unterrichtsmediums, erhöhen die Motivation der Schüler und tragen zur Bildung ihrer kommunikativen Kompetenz Bedeuten- des bei. Aber dies funktioniert nur im Falle der sachkundigen Kombination der Elemente von Informations- und Kommunikationstechnologien und der Berücksichtigung der jeweiligen Besonderheiten der Schüler, für die der Unterricht gedacht ist.

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**РАЗВИТИЕ РЕЧИ И
ОВЛАДЕНИЕ ЯЗЫКОМ В
ДЕТСКОМ ВОЗРАСТЕ**

Преподаватель: Васильева М.И.

Аннотация. Статья посвящена овладению детьми родным языком и развитию детской речи, а также диагностике нарушений речи.

Ключевые слова: развитие речи, коммуникация, овладение языком, родной язык, нарушение.

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**SPEECH DEVELOPMENT AND
LANGUAGE ACQUISITION IN
CHILDHOOD**

Professor: Vasilyeva M.I.

Abstract. The article is devoted to the native tongue acquisition and speech development of children and the diagnostics of speech disorders.

Keywords: speech development, communication, language acquisition, native tongue. Disorder.

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Sprachentwicklungsstörungen bei Kindern – Diagnose

Bereits gegen Ende des zweiten Lebensjahres kann der Arzt eine beginnende Sprachentwicklungsstörung erkennen, etwa wenn das Kind erst wenige sinnbezogene Wörter spricht und der Entwicklung seiner Altersgenossen hinterherhinkt. Berücksichtigt werden auch mögliche Risikofaktoren für eine Sprachentwicklungsstörung, wie zum Beispiel:

- Erkrankungen der Mutter während der Schwangerschaft
- schwerwiegende Erkrankungen des Kindes, lange Krankenhausaufenthalte
- motorische Entwicklungsstörungen
- Hörstörungen

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- Sprachentwicklungsstörungen, Lese-, Rechtschreibstörungen und andere Sprachdefizite in der Familie

- ungünstige familiäre Situation (z.B. in Bezug auf die berufliche und Beziehungssituation der Eltern sowie die Betreuungssituation des Kindes)

- Kommunikationsstil in der Familie

- Individuelle Entwicklung

Allerdings entwickelt sich jedes Kind individuell und ist daher auch in seiner Sprachentwicklung einzigartig. Der Arzt kann dann eine Sprachtherapie zur genaueren Diagnose bei einem Sprachtherapeuten verordnen.

Die Eltern wählen dann selbst einen Sprachtherapeuten aus. Sprachtherapien werden von LogopädInnen und SprachtherapeutInnen durchgeführt, aber auch von Atem-, Stimm- und SprechlehrerInnen sowie SprachheilpädagogInnen. Ob das Kind tatsächlich eine gestörte Sprachentwicklung zeigt, können Sprachtherapeuten anhand spezieller, spielerischer Tests feststellen. [Forum Logopädie, Springer, L. & Schrey-Dern, D. (Hrsg). Stuttgart: Thieme]

Spracherwerb – Kommunikation

Die Fähigkeit eine Sprache zu erwerben ist angeboren. Schon im Mutterleib beginnt das Kind seine Umgebung wahrzunehmen, dazu gehören Bewegungen und Geräusche. Schon da beginnt der Spracherwerb. Welche Sprache Kinder erwerben, hängt davon ab, welche Sprache Mutter, Vater oder andere Personen (z.B. Oma, Heimbetreuer usw.), bei denen das Kind aufwächst, sprechen. Das Kind erwirbt die Sprache, die es in seiner Umgebung wahrnimmt. Und wenn die Eltern unterschiedliche Sprachen (Laut- und Gebärdensprachen) sprechen und sich in der jeweiligen Muttersprache mit dem Kind verständigen, dann erwerben Kinder auch mehrere Sprachen.

Eltern verfügen über eine angeborene Fähigkeit, auf die Kommunikationsversuche ihrer Kinder einzugehen. Sie versuchen zu verstehen, was das Kind meint und reagieren darauf. Das Geheimnis des Spracherwerbs liegt also im Austausch zwischen Eltern und Kindern (Kommunikation). Und der bleibt nicht auf Wörter und Sätze beschränkt. Kinder und Eltern "sprechen" auch mit Blicken, mit Körperhaltung, Handbewegungen, mit Stimme, Gestik und

Mimik. Sie sprechen über das, was sie gemeinsam erleben und was um sie herum passiert, aber auch über Gefühle und Befindlichkeiten. Deshalb sind Eltern so wichtig, gerade auch für den Spracherwerb, da sie ihre Kinder intuitiv fördern und unterstützen. [Kauschke, C. (2012). Kindlicher Spracherwerb im Deutschen. Verläufe, Forschungsmethoden, Erklärungsansätze. Berleins/Boston:DeGruyter] Kinder brauchen Eltern, die

- von Geburt an mit ihnen sprechen, singen und lachen
- Dinge zeigen und benennen
- Ereignisse erklären
- Fragen geduldig beantworten
- Ängste besprechen und trösten
- Geschichten erzählen und vorlesen
- Lieder singen und Spiele spielen
- ermutigen und zuhören
- mit ihnen die Welt erforschen und darüber sprechen.

Was bedeutet Kommunikation im Spracherwerb?

Die Aussage von Paul Watzlawick "Man kann nicht nicht kommunizieren." macht deutlich, dass der Mensch darauf angelegt ist mit anderen Menschen in Kontakt zu treten. Selbst wenn er nichts mit jemandem zu tun haben möchte, macht er etwas, um dem anderen mitzuteilen: "Ich will nichts mit dir zu tun haben" - er bricht das Gespräch ab, kehrt dem anderen den Rücken zu, verschwindet um die nächste Ecke, wenn er sieht, dass der andere kommt usw. All das sind "Mitteilungen", die der andere versteht, all das bedeutet "Kommunikation". Ein Kind zeigt von Geburt an, was Kommunikation bedeutet und in welcher Weise es bereits in der Lage ist zu kommunizieren, d.h. seine Befindlichkeit zu äussern und auf die Reaktionen seines Umfeldes zu reagieren.

Menschen ist die Fähigkeit zur Kommunikation angeboren.

Ein Neugeborenes kann aufhören zu weinen, wenn die Mutter es streichelt; zeigt, dass es Hunger hat, indem es schreit usw.

Menschen treten miteinander in Kontakt, um Informationen auszutauschen.

Ein Baby lacht seine Mutter, die ihm die Flasche reicht, an und "sagt" damit "Ja, die will ich haben" oder "Das ist gut".

Kontakt wird über (Gebärden)Sprache, Stimme, Gestik und Mimik hergestellt.

Die Mutter streichelt ihr Baby, summt dabei und lacht es an.

Kontakt herstellen bedeutet, miteinander in Interaktion treten.

Das Kind zeigt auf die Flasche, die Mutter gibt sie dem Kind, das Kind freut sich und trinkt, die Mutter sagt: "Hast du aber Hunger."

Was bedeutet Spracherwerb?

Alle Kinder dieser Welt haben gleiche Strategien, Sprache zu erwerben, daher ist nicht erstaunlich, dass der Beginn des Spracherwerbs in allen Sprachen dieser Welt sehr ähnlich verläuft. Erst wenn ein Kind sich der Sprache seiner Umgebung immer mehr bewußt wird, lernt es die Regeln und den Gebrauch seiner Muttersprache.

Strategien, die Kinder im Spracherwerb einsetzen:

- Sie imitieren ihre Eltern, d.h. sie sprechen Wörter nach oder verwenden Ausdrücke so, wie die Eltern sie verwendet haben.

- Sie verwenden Wörter erst einmal ganz allgemein: z.B. "Hund" anstelle von "Katze", bevor sie mitbekommen, dass es da Unterschiede gibt.

- Sie bilden neue Wörter: z.B. "reparierung" anstelle von Werkstatt und zeigen damit, welche grammatischen Fähigkeiten sie haben.

- Sie wiederholen häufig Wörter oder Sätze, sei es, dass ihnen der Klang oder die Reaktion der Umgebung gut gefällt.

- Sie fragen viel und unablässig und zeigen damit ihre Neugierde und ihre Lernfähigkeit.

- Sie fordern Aufmerksamkeit und Zuwendung und zeigen damit ihr Bedürfnis nach Kommunikation.

Spracherwerb setzt voraus, dass ein Kind hören kann.

Ein taub geborenes Kind "verstummt" zwischen dem 5. und 6. Monat.

Hören bedeutet: Geräusche/Laute "wandern" vom Trommelfell zum Mittelohr -> zum Innenohr -> zum Hörnerv -> ins Gehirn.

Spracherwerb ist ein Prozess.

Die Geräusche/Laute verbindet das Kind mit dem, was es erlebt hat.

Mit der Verbindung zwischen Geräuschen/Lauten und Erlebtem beginnt ein Kind sein (sprachliches) Wissen aufzubauen.

Neue Geräusche/Laute werden mit denen verglichen, die das Kind schon im Gehirn gespeichert hat.

Sprache wird gelernt, also ist Spracherwerb ein Lernvorgang.

- Kinder lernen Laute: /b/ /a/ /l/
- Kinder lernen Wörter: ball
- Kinder lernen die Grammatik:

Nomen, männlich, Einzahl: ball

Artikel männlich: der (ball)

Verb: rollen

Subjekt: der ball rollt

Objekt: ich rolle den ball

- Kinder lernen den Gebrauch der Sprache in der Interaktion.
- Das Kind imitiert das, was es hört: "nane"
- Das Kind lernt, seine Mutter anders anzusprechen als den Bruder, den Freund oder die Tagesmutter.
- Das Kind lernt unterschiedliche Wörter und Redewendungen, je nachdem wo es ist: Zuhause, im Kindergarten...

Alle Kinder lernen die Laute der Muttersprache und die Grundzüge der Grammatik im Vorschulalter, d.h. wenn sie eingeschult werden, sind sie in der Lage, die Laute weitgehend korrekt auszusprechen, sich verständlich gegenüber Fremden auszudrücken und Erlebtes so zu erzählen, dass Menschen, die nicht dabei waren, verstehen, was passiert ist.

Das Lernen neuer Wörter und Redewendungen findet ein Leben lang statt, d.h. der Wortschatz eines Menschen wächst ebenso wie seine Kompetenz sich sprachlich in unterschiedlichen Situationen gegenüber unterschiedlichen Gesprächspartnern auszudrücken. [Möller, D., Spreen-Rauscher, M. (2009) Frühe Sprachintervention mit Eltern. Schritte in den Dialog.]

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**ОСОБЕННОСТИ
БУХГАЛТЕРСКОГО УЧЕТА В
ГЕРМАНИИ**

Преподаватель: Зуева Е.П.

Аннотация. В статье речь идет об особенностях бухгалтерского учета в Германии, одной из которых является ведение двойной бухгалтерии.

Ключевые слова: учет, отчет, практика баланса, Закон о налогах, аудиторская компания, принцип бухгалтерского учета, Торговый кодекс, затраты, величина оборота, подделка платежеспособность, счет.

Kuznetsov P.S.

Ekaterinburg, Russia

**FEATURES OF ACCOUNTING
IN GERMANY**

Professor: Zueva E.

Abstract. The paper deals with the accounting system in Germany, and its specific feature, double accounting.

Keywords: accounting, , report, balance practice, tax law, auditing company, the principle of accounting, trade code, costs, the amount of turnover, paying capacity, counterfeiting, account.

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About the Author: Halemina Svetlana Vasilevna, student. Place of study: Ural State Economic University.

Die geschichtliche Entwicklung der Buchführung zählt einige Jahrtausende. Im Laufe von längerer Zeit wurden die Formen und die Methoden der Buchführung in verschiedenen Ländern der Welt entwickelt und verändert. Dieser Artikel erläutert die Besonderheiten der Buchführung in Deutschland.

Die Buchführung ist ein Teil des Rechnungswesens und bezeichnet die numerische, vollständige und strukturierte Aufzeichnung aller Vorgänge in einem Unternehmen anhand von Belegen. Damit bildet sie das Unternehmen in Zahlen ab und ist eine wichtige Informationsquelle für das Management“.

Die Buchführung in Deutschland hat alte und unverwechselbare Traditionen. Die Deutschen und die deutsche Bilanzpraxis haben

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die Entstehung des russischen Buchführungssystems beeinflusst. Sowohl in Deutschland als auch in Russland basieren die Buchhalter auf die genaue Einhaltung der Gesetze, vor allem der Steuergesetze.

Unter den westlichen Buchhaltungssystemen unterscheidet sich die Buchhaltung Deutschlands durch den Zusammenhang der Handels- und Steuerbilanz, durch eine deutliche Äußerung des Formalismus und Konservatismus.

Die Hauptlieferanten vom Kapital für deutsche Unternehmen sind nicht die einzelnen Investoren, sondern die Großbanken. Mit Hilfe der eigenen Revisionsunternehmen stellen sie die Regel der Erhaltung von Finanzinformationen fest. Alle Buchführungsprozesse werden traditionell von den Staatsbehörden geregelt.

Alte Traditionen der direkten Beteiligung der Staatsbehörde bei der Gestaltung der deutschen Rechnungslegungsvorschriften und Gesetze erklären die Existenz von zwei Merkmalen der Entwicklung der deutschen Bilanzierungspraxis. Das sind der aktive staatliche Eingriff in die wirtschaftlichen Aktivitäten der Unternehmen und die starke Tradition des Antiindividualismus.

Die Hauptorganisation der Rechnungsgemeinschaft in Deutschland seit 1931 ist das Institut der Wirtschaftsprüfer. Es beschäftigt sich mit der Ausarbeitung der Empfehlungen für die Buchführung und die Berichterstattung. Doch das offizielle Prüforgan im Ministerium für Wirtschaft ist die Wirtschaftsprüferkammer und das Entscheidungsorgan für umstrittene Fragen ist der Bundesfinanzhof (BFH). Zum ersten Mal wurden die allgemein anerkannten Rechnungslegungsgrundsätze 1937 im Gesetz über Aktiengesellschaften festgeschrieben. Es ist lange Zeit das einzige normative Dokument der Regelung von Rechnungslegung geblieben. 1985 sind die Regeln für die Erstellung und Veröffentlichung der Berichterstattung in Deutschland laut der Richtlinien der Europäischen Union erheblich verändert. In diesem Jahr trat in Kraft das Gesetz über die Richtlinien der Buchführung. Es wurden die Änderungen an dem Handelsgesetzbuch vorgenommen. In Deutschland erschienen die die Aktivitäten von Unternehmen verschiedener Eigentumsformen regelnden Gesetze.

Nach dem deutschem Recht gilt die Buchführung als:

- Information für den Unternehmer über sein Vermögen, Verschuldung, Gewinn, Verlust, Kosten und Einnahmen;
- Beweis in Gerichtsverfahren;
- Berichterstattung vor den Investoren;
- Die Grundlage für die Ermittlung der Steuer- und Finanzorganisationen;
- Informationen über die Bonität der Kreditnehmer und die Verwendung von Gutschriften.

Die Buchführung hat einige Aufgaben zu lösen. Die Hauptaufgabe der Buchführung ist die Ermittlung des Erfolges durch Erfassung von Aufwendungen und Erträgen in der Gewinn- und Verlustrechnung, die Darstellung von Vermögens- und Finanzlage sowie ihrer Änderungen durch die Bilanz auf der Grundlage einer Inventur. Zu den Sonderaufgaben der Buchführung gehören: die Beobachtung der Umsatzgröße und der Umsatzzschnelligkeit, die Durchleuchtung der Kapital- und Schuldenverhältnisse, der Einblick in Zahlungsbereitschaft und Risikogestaltung und die Lieferung des Zahlenmaterials für Zwecke der Selbstkostenrechnung, Statistik und Planung. Sie ist die Unterlage für die Besteuerung.

In Deutschland gibt es eine strenge, gesetzlich verankerte Verpflichtung aller Geschäftstätige, eine entsprechende Buchführung zu betreiben. In § 235 des Handelsgesetzbuches heißt es dazu: „Jeder Kaufmann ist verpflichtet, Bücher zu führen und in diesen seine Handelsgeschäfte und die Lage seines Vermögens nach den Grundsätzen ordnungsmäßiger Buchführung ersichtlich zu machen“.

In Deutschland herrscht heute das System der doppelten Buchführung. Es wurde im Mittelalter in Italien entwickelt und ist seitdem weitgehend unverändert in Gebrauch.

Die Erfindung der doppelten Buchhaltung wird dem Franziskanermönch F.L. Pacioli (1494) zugeschrieben. In dem Bestreben, die Buchführung immer mehr zu vervollkommen, wurde diese älteste italienische Form der doppelten Buchführung über die deutsche, die französische bis zu der vorwiegend in Kleinbetrieben verwendeten Methode der amerikanischen Buchführung weiterentwickelt.

Die Buchführung gliedert sich in zwei Teilbereiche: in Geschäfts- oder Finanzbuchhaltung und in Betriebsbuchhaltung. Die

Finanzbuchhaltung stellt die offizielle Gesamtabrechnung der Unternehmung dar. Sie erfasst den äußeren Kreis. Ihre Zahlen liefern den periodischen Abschluss (Bilanz sowie Gewinn- und Verlustrechnung), der sich kontinuierlich in den Vorträgen auf das nächste Jahr fortsetzt. Alle Nachweise über Kapitalbewegungen, Geldverkehr, Vermögen und Schulden sind in ihr enthalten. Sie ist in ihrer Ausgestaltung zeitlich unabhängig vom Wirtschaftszweig und der Leistungsart des Betriebes.

Die Betriebsbuchhaltung bildet zusammen mit der Kalkulation das Gebiet der Kostenrechnung, deren Hauptaufgabe die Erfassung, Verteilung und Zurechnung von Kosten und Leistungen ist.

Eine ordnungsgemäße Buchführung hat zwei generelle Prinzipien:

- Wahrheit, als Pflicht alles so verbuchen, wie es wirklich vorgefallen ist und
- Klarheit, als Grundsatz, dass alle Aufzeichnungen übersichtlich, für einen Fachmann leicht und eindeutig verständlich und vor Fälschung geschützt sein müssen.

Weitere Grundsätze beruhen auf Erfahrungen aus der Praxis und Empfehlungen aus Wissenschaft und Rechtsprechung. Zentraler Grundsatz ist hier die Belegpflicht. Sie bedeutet, dass keine Buchung in der Buchführung festgehalten werden darf, für die es keinen schriftlichen Beleg gibt. Dabei kann es sich sowohl um einen Beleg handeln, welcher in der Transaktion entstanden ist, wie bei einer Rechnung oder einer Quittung, oder aber um einen Eigenbeleg, beispielsweise um eine Lohnzahlung festzuhalten. Wichtig ist nur, dass alle Belege theoretisch einer Revision stand halten und bis zu 6 Jahre aufbewahrt werden müssen.

Im Rahmen der Buchführung muss jede einzelne Buchung in mindestens zwei „Büchern“ festgehalten werden. Diese Bezeichnung stammt noch aus den Zeiten traditioneller Rechnungsführung, als solche Eintragungen wirklich per Hand in gebundenen Büchern vorgenommen wurden. Heute findet die Buchführung in aller Regel elektronisch und per Computer statt – aber auch die entsprechenden elektronischen Dateien werden häufig noch als „Bücher“ bezeichnet. Man unterscheidet dabei zwischen drei Arten von Büchern: Dem **Journal** (oder auch Grundbuch): Hier werden alle Vorgänge

chronologisch und detailliert festgehalten. Dem **Hauptbuch**: Hier werden die einzelnen Vorgänge aus dem Grundbuch den einzelnen Konten zugeordnet. Man spricht darum auch von Kontenblättern. Und den **Nebenbüchern**: Sie erläutern das Hauptbuch. Zum Schluss sei es betont, dass die Buchführung in Deutschland einige Besonderheiten hat. Es handelt sich nicht nur um die existierende doppelte Buchführung, sondern auch darum, dass mehr Aufmerksamkeit in der deutschen Gesetzgebung dem Buchungsbeleg von Unternehmen, als der Organisation der Buchhaltung geschenkt wird.

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Актуальные проблемы профессиональной сферы в современном мире. Французский язык

УДК 811.133.1:338.439.222(44)

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**СЕЛЬСКОЕ ХОЗЯЙСТВО ВО
ФРАНЦИИ: ПРОБЛЕМЫ И
ПЕРСПЕКТИВЫ РАЗВИТИЯ**

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**AGRICULTURE EN FRANCE :
PROBLEMES ET
PERSPECTIVES DU
DEVELOPPEMENT**

Professor: Kustova A.

Преподаватель: Кустова А.Е.

Аннотация. Статья посвящена проблемам сельского хозяйства во Франции.

Ключевые слова: сельское хозяйство, перспективы, проблемы, развитие, фермер, экология, производитель.

Annotation. L'article est consacré aux problèmes de l'agriculture en France.

Mots clés: agriculture, perspectives, problèmes, développement, agriculteur, écologie, producteur.

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Premier producteur agricole européen, deuxième exportateur mondial de produits agricole et agroalimentaires, l'agriculture française est devenue une agriculture industrielle. Elle se caractérise par une forte concentration des exploitations agricoles (640 000) et de la population agricole: on ne compte plus que 650 000 agriculteurs contre 7 millions en 1946.

L'agriculture s'est aussi spécialisée: élevage industriel en Bretagne, lait dans le Grand Ouest (Basse-Normandie), Bretagne, Pays de la Loire), céréales dans le Bassin parisien et le Sud-Ouest, culture de la vigne, arbres fruitiers, légumes dans le Sud-Est.

L'élevage s'est lui aussi fortement concentré: à côté des grandes races à viande (charolaise, limousine), il ne reste que deux

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races laitières (la frisonne et la montbéliarde). La moitié de l'élevage de porcs se concentre en Bretagne. La volaille est la viande la plus produite en France.

L'image traditionnelle du paysan ne correspond plus à la réalité d'aujourd'hui: c'est un entrepreneur; il est informé des nouvelles techniques et beaucoup de ses tâches sont automatisées; enfin, son mode de vie ressemble à celui de citadins.

Pourtant, il y a une crise de la vocation agricole : les jeunes hésitent à reprendre les fermes de leurs parents et les hommes ont beaucoup de mal à trouver des compagnes qui acceptent la dureté de la vie à la ferme.

Les problèmes de pollution (utilisation massive des engrais), les choix alimentaires (modifications génétiques), une productivité excessive pour l'élevage ont transformé l'image du monde agricole : autrefois paysan respectueux et protecteur de la nature, aujourd'hui agruculteur pollueur.

En 1950, un agriculteur français pouvait nourrir huit de ses concitoyens, aujourd'hui il peut en nourrir trente. De plus 75% des Français vivent en ville ou autour des villes; alors que le monde agricole ne représente plus que 13 % de la population rurale.

4e producteur mondial de blé, 1er producteur mondial de betteraves à sucre, 3e producteur de fruits et légumes, 3e rang mondial pour le tournesol et 4e pour le colza, 4e producteur mondial de viande bovine, 3e pour le porc et 1er pour la volaille, les résultats de l'agriculture française sont impressionnants.

Cette réussite doit beaucoup à la politique agricole commune de l'Union européenne dont la France a été la première bénéficiaire.

Le secteur des produits agricoles et agroalimentaires est composé de six grands groupes industriels : les viandes avec l'apparition de groupes comme Socopa ou Doux ; les céréales avec les biscuits, les pâtes alimentaires où Danone est leader européen; les produits laitiers (yaourts, fromages) où les firmes ont un niveau mondial (Danone, Besnier, Bongrain et Bel); l'huile et le sucre dominés par le suisse Nestlé; les boissons avec Pernod-Ricard (alcools), Danonne (n°1 mondial de l'eau minérale), LVMH (champagne et cognac); les conserves sont le secteur de petites et moyennes entreprises.

Grandes régions agricoles et industries agroalimentaires sont très liées : ainsi, les usines d'embouteillage des eaux minérales sont près des sources, les caves de champagne près de Reims et d'Épernay, Ricard à Marseille, sa région d'origine l'huile Lesieur à Dunkerque et le rhum Negrita à Bordeaux, tous deux anciens ports coloniaux importateurs de produits tropicaux.

L'espace rural est aujourd'hui synonyme de mieux vivre, de vivre autrement. Cette tendance est visible à travers le succès que connaissent le tourisme vert, le Salon de l'Agriculture, les marchés de produits fermiers ou biologiques, retour à une gastronomie de terroir (cassoulet, choucroute).

Enfin, le monde rural a trouvé son champion avec José Bové, leader du combat contre la mondialisation.

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**ОСОБЕННОСТИ ОБУЧЕНИЯ
МОНОЛОГИЧЕСКОЙ РЕЧИ
ДЕТЕЙ МЛАДШЕГО
ШКОЛЬНОГО ВОЗРАСТА С
ПРИМЕНЕНИЕМ МЕТОДА
КОЛЛАЖИРОВАНИЯ**

Преподаватель: Мысик М.С.

Аннотация. В данной статье описываются особенности применения метода коллажирования для развития монологических умений у детей младшего школьного возраста.

Ключевые слова: монолог, монологические умения, коллаж, младший школьный возраст.

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**L'ENSEIGNEMENT DU
MONOLOGUE AUX ELEVES
DE L'ECOLE PRIMAIRE A
L'AIDE DU COLLAGE**

Professor: Mysik M.S.

Abstract. Cet article décrit les particularités des élèves de l'école primaire et précise celles de l'application de la méthode du collage pour développer le savoir-faire en fonction du monologue des enfants de l'âge défini.

Keywords: le monologue, le collage, le savoir-faire en fonction du monologue.

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La société évolue et cela entraîne l'évolution des exigences aux élèves sortant de l'école secondaire. Les élèves sortant de l'école doivent aujourd'hui non seulement posséder les connaissances, mais aussi ils doivent savoir s'en servir. Cela veut dire savoir communiquer aux étrangers.

De plus ils doivent savoir exprimer et soutenir leur point de vue, l'argumenter par les moyens langagiers.

C'est pourquoi la modernisation du système de l'enseignement russe a pour but d'enseigner aux élèves la réelle communication interculturelle. Nous appelons la communication interculturelle la

communication adéquate entre les personnes des différentes cultures. Une des principales formes de la communication est le monologue.

Premièrement il faut comprendre ce que c'est le monologue? D'après le dictionnaire Larousse, c'est un discours de quelqu'un qui se parle tout haut à lui-même ou qui parle seul longuement sans laisser la parole à ses interlocuteurs [3]. Comme le monologue sert à exprimer les idées détaillées et développées, il se caractérise par les phrases complètes et les méthodes mnémoniques ne jouent pas de grand rôle. La syntaxe du monologue est très proche à celui de l'expression écrite, et de ce fait il est complexe. En ce qui concerne les particularités psychologiques du monologue, il faut noter que l'énoncé sous forme de monologue se caractérise par sa continuité qui permet au locuteur d'exprimer complètement ses pensées d'une manière suivie. La succession, la logique, la cohérence sont les qualités les plus importantes du monologue. Tout cela nous prouve que le monologue est un des aspects de la parole les plus difficiles, c'est pourquoi il faut commencer à l'apprendre dès l'école primaire.

Katsnelson disait qu'en général le monologue est une reproduction des connaissances qu'on combine en fonction des conditions situatives en les faisant en manière adéquate au but de la communication [1]. Cela nous permet de faire la conclusion qu'il faut commencer à accumuler ces connaissances dès l'école primaire.

Les élèves de l'école primaire sont très capables non seulement d'accumuler ces connaissances, mais de les reproduire facilement, parce que les enfants de cet âge n'ont pas encore la barrière linguistique. Le travail assidû sur l'assimilation de ces connaissances et sur l'intégration de ces connaissances au monologue pendant cette période sert de base pour le développement des savoir-faire sous forme de monologue à l'école secondaire. Cela veut dire que pendant cette période d'enfance il faut donner le plus possible de phrases modèles. Car une des particularités des enfants de cet âge c'est la capacité de reproduire l'information telle qu'elle était présentée dans le texte, il est donc plus raisonnable d'apprendre à s'exprimer sous les formes les plus simples du monologue (monologue-récit et monologue-description).

Tous cela nous pose un problème, comment apprendre aux élèves de l'école primaire le monologue en développant en même

temps chez les enfants la créativité et l'indépendance de l'esprit? Il existe beaucoup de méthodes pour résoudre ce problème, nous aimerions bien examiner les méthodes actives, particulièrement la méthode du collage.

En sens général, les méthodes actives, c'est un système des méthodes qui éveille l'activité mentale des élèves aux leçons de la langue étrangère. Pour développer les savoir-faire sous forme de monologue il est le plus raisonnable d'utiliser la méthode du collage.

Le collage, comme l'a défini Nefedorova, est un support visuelle (qui permet à l'aide de l'information secondaire de préciser, d'élargir la notion générale du thème [2]. Cela veut dire qu'au centre du collage est la notion principale et autour de laquelle se construit l'information secondaire (de satellite) faisant le fond lexicosémantique de cette notion principale.

L'organisation de l'enseignement du monologue en utilisant la méthode du collage à l'école primaire est très efficace, parce que le collage se représente comme un appui pour l'énoncé sous forme du monologue. En servant en même temps de support visuel et d'appui, le collage permet non seulement de présenter aux élèves les phrases modèles, mais aussi de créer leurs propres énoncés sous forme du monologue.

Nous voudrions vous présenter la méthode du collage comme un travail collectif des élèves au stade de la sémantisation et de l'entraînement au vocabulaire.

Premièrement, il faut dire que le collage doit se baser sur un texte contenant le vocabulaire et la grammaire nécessaires. En lisant ce texte les mots nouveaux et les images sont fixés au tableau. Ensuite, quand tout le vocabulaire nécessaire est présenté au tableau, on fait des exercices qui ont pour but de prononcer les mots nouveaux plusieurs fois pour les mémoriser. On peut le faire en forme du jeu (Vrai ou faux, par exemple). Ensuite on peut poser des questions concernant le contenu du texte et ensuite, pour finir, proposer aux enfants de réciter ce texte ou s'il c'est possible, de créer leur propre texte (par exemple pour les sujets tels que «L'emploi du temps » ou « Mon appartement »).

En conclusion, il faut dire que le collage représente la forme du travail intéressante et extraordinaire. En créant le collage

plusieurs sens (le sens auditif, le sens du toucher et le sens visuel) sont mis en jeu et de plus le pittoresque et le caractère schématique du collage a une bonne influence sur la mémorisation du vocabulaire et le développement des savoir-faire du monologue.

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**ПРАВОВОЕ ГОСУДАРСТВО
ДЕМОКРАТИЯ И РАЗВИТИЕ**

Преподаватель: Трушкина И.А.

Аннотация: Статья посвящена проблемам правового государства, проблемам слаборазвитых и развивающихся стран.

Ключевые слова: правовое государство, слаборазвитые страны, развивающиеся страны.

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**ÉTAT DE DROIT,
DEMOCRATIE ET
DEVELOPPEMENT**

Professor: Troughkina I.A.

Résumé: Cet exposé est dédié à l'Etat de droit, au capitalisme et à la démocratie, aux Pays sous-développés et aux Pays en Voie de Développement (PVD).

Les mots-clés: l'État de droit PVD, les Pays sous-développés, le capitalisme, la démocratie.

Les informations sur l'auteur: Kalivogui Gouaby, étudiant

L'établissement d'études:
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L'aide au Tiers-Monde est devenue conditionnelle. Elle fut d'abord subordonnée aux "ajustements structurels"; la voilà maintenant dépendante des "progrès démocratiques" enregistrés dans les États demandeurs. La démocratisation serait un préalable à l'aide et au commerce et donc au développement. En fait cette dernière exigence ne concerne que les pays les plus pauvres (Haïti pour caricature), car les événements de Tien an Men n'empêchent plus les investissements en Chine. En fait le "préalable démocratique" masque une exigence autre : l'existence, dans le pays concerné d'un État de droit - démocratique ou non - favorable au développement du commerce et de l'investissement internationaux.

L'Etat de droit (par opposition à État arbitraire), car cela permet l'anticipation du comportement des autres agents. Favorable au développement, c'est-à-dire ne détournant pas les capitaux extérieurs vers des fins militaires, somptuaires ou d'auto-reproduction du personnel politico-administratif.

Or l'État de droit ne se confond pas nécessairement avec l'État démocratique car l'État de droit peut être "conservateur", qu'il soit dictatorial (Salazar au Portugal), ou démocratique (Méline en France), ou "progressiste" sous les formes du "despotisme éclairé" (Colbert ou Bismarck ou Mutsu Hito) ou de la "démocratie éclairée" (les pays anglo-saxons depuis le XVIIIème siècle) voire "providentielle" (pendant les Trente Glorieuses). Au total si l'État arbitraire n'est pas favorable au développement, certaines formes d'État de droit - démocratiques ou dictatoriales - ne le sont pas non plus.

S'il y a donc du flou possible dans l'injonction démocratique adressée aux pays pauvres (écarts entre le discours démocratique homogène et universaliste et la diversité des pratiques relationnelles réelles) c'est qu'il est permis par le flou des définitions des termes employés.

D'abord distinguer la politique de l'Étatique : la politique c'est la sphère de la régulation ultime et cette fonction existe même en l'absence d'appareil d'État comme le montrent les travaux des ethnologues sur les sociétés sans Etat ou "contre l'Etat" (Clastres). L'Étatique survient quand un personnel politico-administratif spécialisé tend à monopoliser l'exercice de cette régulation ultime. Et cette émergence ne se produit que dans les sociétés où s'installe - de l'extérieur par la conquête ou de l'intérieur par différenciation - un inégal accès aux moyens de production ou de reproduction (inégal accès à la terre, aux femmes, au savoir...). Notons qu'en cas de défaillance flagrante de l'État à assurer cette fonction, il peut y avoir des phénomènes de vicariance, des pouvoirs privés (la Maffia par exemple) ou étrangers assurant alors cette régulation ultime.

Le capitalisme c'est le marché, le salariat, l'accumulation, l'innovation. L'Étatique du capitalisme c'est : 1) le recrutement par concours non plus seulement dans la classe dominante mais principalement dans la fraction supérieure des classes moyennes, des dirigeants politico-administratifs; 2) la fraction hypermétrape de l'État pour contrebalancer la myopie des entrepreneurs; 3) la fonction conciliatrice de l'État entre les membres de la classe dominante et entre celle-ci et les autres classes (par des moyens préventifs ou répressifs). Ces trois caractéristiques, qui permettent la reproduction

des rapports sociaux, peuvent se retrouver dans des formes capitalistes d'État de droit aussi différentes que le despotisme éclairé ou la démocratie éclairée.

Qu'est-ce qui permet, à la longue – et sauf régressions ponctuelles comme le fascisme – à la démocratie de devenir la forme préférentielle du capitalisme ? C'est l'affermissement des liens sociaux des autres sphères d'activités sociales. Dans l'économie, le marché se subordonne le travail et l'industrie. Dans l'anthropoïétique, sphère de la reproduction physique et sociale des agents, la famille et l'école préparent à une vie professionnelle extra-domestique. Le religieux valorise le travail et le gain monétaire. La mercatisation du ludique transforme le jeu en activités ou spectacles payants. Etc. La solidité de ces liens permet à l'État de se cantonner à son rôle essentiel : assurer la régulation ultime des contradictions et conflits apparus dans les autres sphères. Cette solidité permet aussi un consensus sur la solution à donner à ces contradictions et conflits : leur déviation (l'homme contre la nation), leur sublimation (les combats d'idées) et leur ritualisation (les défilés Bastille-Nation). Car la démocratie, éclairée ou pas, c'est le seul régime qui admette ouvertement l'existence sociale inéluctable des conflits d'intérêts, d'opinions, de sentiments, mais qui proclame tout aussitôt qu'une "bonne" gestion de ces conflits peut permettre à la fois la poursuite du progrès et l'approfondissement de la démocratie : plus de liberté politique et plus d'égalité des chances. Quant à la fraternité, elle ne vise qu'à empêcher les classes laborieuses – au travail ou au chômage – de devenir dangereuses. Aussi, même si l'origine du personnel d'État n'est pas principalement la classe dirigeante, même si des gouvernements de Gauche peuvent accéder au pouvoir et renforcer l'égalité des chances, il n'en demeure pas moins que cet État demeure au service de la reproduction des rapports sociaux du système. Ce n'est pas "l'État des Capitalistes" mais l'État du capitalisme et ce n'est qu'indirectement, en favorisant la reproduction des rapports sociaux, qu'il aide aussi les capitalistes à se reproduire.

Mais que de chemins détournés et d'entorses aux principes pour en arriver là. Cela commence en fait presque toujours par du despotisme éclairé (Cromwell déjà avant Colbert; et même les États-Unis, qui sautèrent cette phase, ne devinrent libre-échangistes

qu'après être devenus la nation dominante et ne renoncèrent à l'étatisme que sous Reagan). Cela se poursuit par l'instauration d'une démocratie sécuritaire et répressive (l'Etat-Gendarme). Puis, les crises de 21 et 29 aidant, par le recours à une démocratie sociale et intégratrice (l'État-Providence) ... où à des régimes fascistes quand les conflits n'arrivent plus à être détournés, sublimés, ritualisés. Enfin, actuellement, toujours à la suite d'une nouvelle crise, la démocratie se cherche un nouveau qualificatif pour compenser les attributs que le Marché-Ordalie lui a fait perdre.

Ceci pour l'Occident et les Occidents importés et acclimatés (Japon, Corée du Sud ...). Mais dans les pays sous-développés, en 1945, il n'y avait guère de salariat et très peu d'entrepreneurs privés (en Inde n'existaient que trois groupes industriels). C'est dire que c'est l'État qui y a précédé le marché et, éventuellement, l'industrialisation. Quant à la démocratie elle n'y existait que sous forme d'exception (Inde, Uruguay) ou de parodie (Mexique). De plus, pendant la période des Trente Glorieuses occidentales, les États du Tiers-Monde étaient soumis aux impératifs télescopés des trois premières phases du capitalisme : le Colbertisme (infrastructures, industrialisation, scolarisation), l'Etat-Gendarme (sécurité interne et externe), l'État-Providence (action en faveur des descamisados). Ce télescopage ne pouvait que renforcer les rôles de l'État et donc l'éloigner de la forme démocratique, quand il ne se transformait purement et simplement en infrastructure clientéliste de la société, la démocratie n'étant considérée que comme fruit dépassant la promesse des fleurs du développement : demain on démocratiserait gratis.

Depuis 1979 la crise - larvée ou ouverte en alternance - a mondialisé le système économique mais pas forcément la démocratie. Elle a, de plus, fragmenté le Tiers Monde en divers sous-ensembles dont les intérêts ne sont guère compatibles. Il est alors facile de dresser le répertoire des pays où il n'y a ni développement, ni démocratie : 1) le groupe des pays à capitalisme rentier (les pays producteurs de pétrole du Moyen-Orient dont le contre-choc pétrolier a freiné l'expansion financière; 2) celui des pays à État tributal et clientéliste (Afrique Noire, Haïti ...); 3) les pays à capitalisme d'État (Algérie...).

Quant aux Pays de l'Est, si certains ont redécouvert des formes démocratiques en même temps que le capitalisme et d'autres le capitalisme sauvage sans la démocratie, les uns et les autres doivent encore démontrer leur capacité à n'être pas que les satellites économiques de l'Occident : on verra où et si y émerge un groupe d'entrepreneurs autochtones.

Par opposition on peut suggérer que les pays qui se développent (augmentation de l'accumulation, emploi productif de cette accumulation) et se démocratisent (la Corée du Sud par exemple) ont, en accéléré, suivi la séquence occidentale (et même plus précisément, britannique). D'abord une phase de Cromwellisme : mise en place d'une [infrastructure](http://spire.sciences-po.fr/hdl:/2441/6433); protection des industries dans l'enfance et, par subsidiarité, création d'un secteur public; salarisation; scolarisation et formation, dont le couvage des entrepreneurs privés - ce qui renvoie au rôle de la culture d'origine; finalement : priorité aux industries exportatrices (ce qui rappelle le plus la politique de Cromwell). Cela accompagné ou suivi d'une pratique sécuritaire. Et enfin, plus récemment : réduction des inégalités sous l'effet du plein-emploi (on y importe même des travailleurs étrangers) et début de démocratisation sous la pression conjointe des entrepreneurs privés locaux et des travailleurs, devenus un bien rare et de surplus mieux formés (le savoir, même borné au professionnel, est facteur de contestation).

Les grandes inconnues concernent les évolutions possibles de la Chine et des pays d'Amérique du Sud. La Chine a une tradition étatique centralisée, tempérée par des sécessionnismes locaux, elle a une culture favorable au développement et a dépassé la phase colbertiste d'accumulation et de formation primitives. Elle n'a pas de traditions démocratiques mais tend à devenir, en matière économique exclusivement, un État de droit et c'est ce qui importe surtout aux entrepreneurs occidentaux. Quant aux pays d'Amérique Latine, décolonisés bien avant les autres, la diversité de leur histoire post-coloniale semble interdire toute généralisation et prédiction quant à leur développement et à leur avenir démocratique.

Alors : la démocratie préalable au développement capitaliste ? Généralement pas au début. Ce qui semble nécessaire c'est l'existence d'un État de droit favorable au développement. Par contre,

elle peut être la conséquence d'un développement primitif, si au préalable le surplus a été orienté vers des fins productives et non détourné vers des fins militaires ou somptuaires (Louis XIV après Colbert, le Japon jusqu'en 1945) ou des fins d'auto-reproduction du personnel politico-administratif (Afrique Noire, Birmanie). La démocratie ne devient possible qu'après atteinte d'un certain niveau de développement, c'est-à-dire au moment où le salariat et l'entrepreneuriat privés autochtones se sont généralisés car il est alors de l'intérêt commun des travailleurs et des entrepreneurs que l'État de droit prenne la forme démocratique.

Pour les entrepreneurs parce que l'État tutélaire entrave désormais leur enrichissement; pour les travailleurs parce que la liberté syndicale et le plein emploi permettent un rétrécissement de l'échelle des revenus. Pour les deux enfin, parce que l'augmentation des salaires et la formation d'une classe moyenne permet d'adjoindre un marché intérieur aux marchés extérieurs. La démocratie se situe donc à une bifurcation : l'État de droit antérieur devient État de droit démocratique s'il est contraint, au moins partiellement, de "passer la main".

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**PROTECTION DE
L'ENVIRONNEMENT AU
QUOTIDIEN**

Преподаватель: Трушкина И.А.

Аннотация. L'objectif est de détailler les relations complexes entre les êtres vivants et l'environnement dans lequel ils vivent.

Ключевые слова: écologie, protection de l'environnement, pollution, économie d'énergie, consommation, biodiversité.

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**PROTECTION DE
L'ENVIRONNEMENT AU
QUOTIDIEN**

Professor: Trouchkina I.A.

Abstract. L'objectif est de détailler les relations complexes entre les êtres vivants et l'environnement dans lequel ils vivent.

Keywords: écologie, protection de l'environnement, pollution, économie d'énergie, consommation, biodiversité.

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A cause des activités humaines polluantes, la protection de l'environnement est devenue un enjeu de société majeur.

L'écologie urbaine étudie l'ensemble des problématiques environnementales concernant le milieu urbain. Au quotidien, l'écologie urbaine vise une co-existence harmonieuse entre les différents êtres vivants et la nature, pour que l'espace urbain interagisse avec son environnement et s'intègre complètement au concept de développement durable.

Il existe un schéma qui permet de comprendre facilement le concept de développement durable :

Protéger : Qui et quoi? Comment et pourquoi? La récession économique, la crise financière, la lutte contre le changement climatique, la protection de l'environnement, la protection de la planète, etc. sont autant de motifs qui doivent nous inciter à nous protéger. Par conséquent, les économies d'énergie peuvent devenir

une alternative intéressante non seulement pour réduire nos dépenses mensuelles, mais pour protéger l'environnement au quotidien et lutter contre le changement climatique.

Dans quels domaines pouvez-vous agir pour protéger l'environnement? Conservation de l'énergie. Protection de notre air contre la pollution atmosphérique, les produits toxiques, les gaz à effets de serre, les métaux lourds, etc.

Conservation de l'eau ressource naturelle pour éviter la consommation inconséquente d'eau, l'épuisement de la ressource.

Protection de l'eau pour une meilleure qualité de vie et contre la pollution des eaux de surface et la pollution des eaux souterraines.

Protection de la biodiversité pour réguler l'extinction des espèces vivantes, animales et végétale. Réduction des déchets.

Quelques actions simples et pratiques que vous pouvez mettre en pratique. Baissez vos thermostats. Connectez votre éclairage extérieur à une minuterie. Minimiser l'utilisation des pesticides et des herbicides sur votre pelouse. Utilisez une tondeuse à gazon électrique. Copier et imprimer sur les deux faces du papier. Recycler les cartouches d'imprimante. Ne pas laver la vaisselle avec l'eau courante en permanence. Achetez des objets en vrac pour réduire les matériaux d'emballage. Utilisez des piles rechargeables lorsque c'est possible. Et mille autres gestes écologiques, à découvrir par vous-même, pour réduire la pollution dans le monde et conserver une planète écologique pour notre santé et celle de nos enfants.

Astuces pour économiser l'énergie tout en protégeant l'environnement. Il est possible de : Choisir d'installer, dans votre maison, des technologies utilisant des sources d'énergie renouvelables tels les panneaux solaires thermiques. Remplacez les ampoules incandescentes par des ampoules fluo-compactes à plus faible consommation et à durée de vie plus élevée. Réguler la climatisation, maximum 24° en été, et le chauffage, maximum 20 ° en hiver, des différentes zones de la maison suivant leur utilisation. Installer des détecteurs de présence basculant automatiquement l'éclairage dans chaque zone lorsque c'est nécessaire, et des minuteries.

Installer des ombrières, des volets roulants, des stores ou des persiennes faisant barrage aux rayons solaires et garantissant une

température agréable à l'intérieur de la maison. Installer, bien que plus chère à l'achat, une chaudière à condensation et à basse température permettant de réaliser des économies d'énergie importantes. Installer des radiateurs, des convecteurs et autres panneaux rayonnants à fluide caloporteur de préférence à des radiateurs électriques qui ont tendance à être moins efficaces et beaucoup plus gourmands en énergie.

La protection de la nature est le souci de tous. Il est nécessaire d'entreprendre des mesures efficaces pour fonder un système international de la sécurité écologique.

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**ТЕНДЕНЦИИ
ЛЕКСИЧЕСКОГО
ПОПОЛНЕНИЯ
СОВРЕМЕННОГО
ФРАНЦУЗСКОГО ЯЗЫКА**

Преподаватель: Ерофеева Е.В.

Аннотация. Речь идет о неологии, особой отрасли языкознания, которая изучает неологизмы, и о результатах анализа лексических единиц электронного онлайн словаря «L'Antidico».

Ключевые слова: лексическое пополнение, неология, неологизмы, неологический «бум», лексические единицы, семантическая классификация, морфологическая характеристика, тематическая группа.

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**Ekaterinburg, Russia
LES TENDANCES DE
L'ENRICHISSEMENT
LEXICAL DU FRANÇAIS
CONTEMPORAIN**

Professor: Erofeeva E.V.

Abstract. Il s'agit de la néologie, d'une branche de la linguistique qui étudie les néologismes, et des résultats de l'analyse des unités lexicales du dictionnaire électronique en ligne «L'Antidico».

Keywords: enrichissement lexical, néologie, néologismes, «boom» neologique, unités lexicales, classification sémantique, caractéristique morphologique, groupe thématique.

About the Author: Dolgova Valeriya Aleksandrovna, student of the Institute of Foreign Languages.

Place of study: Ural State Pedagogical University.

Le problème de l'apparition et de l'usage de nouveaux mots intéressait les linguistes toujours, mais il est devenu actuel de nos jours, dans une époque d'épanouissement technique et scientifique, de communication de masse, qui transforment la société et font évoluer le monde et la pensée.

Comme tout organisme vivant, une langue ne cesse d'évoluer, et le vocabulaire se transforme au fil des changements de la société. En effet, une langue n'est pas une entité figée, fixée une fois pour toutes : sans cesse des mots disparaissent, meurent, d'autres

apparaissent... Le monde change et le lexique évolue. Comme toutes les autres langues, le français s'enrichit constamment de nouveaux mots.

Ces dernières années, l'attention au problème de nouveaux mots accentuée, leur étude est devenu plus intense. Le «boom» neologique (selon l'expression de V. Gak) a stimulé la création d'une branche de la linguistique - néologie, sciences des néologismes.

Le mot « néologie » est connu depuis la fin du XVIII siècle, mais, dans le jargon scientifique (c'est à dire comme terme), il a été introduit en 1801 par le lexicographe français Louis Mercier. D'après le dictionnaire Le Petit Robert, la néologie est une création de mots nouveaux dans une langue, afin de l'enrichir [Le Petit Robert].

Marouzeau disait que la néologie est une relativement jeune branche qui étudie de nouvelles unités lexicales, apparu dans la langue dans une certaine période de son développement, c'est à dire les néologismes [Мартыно 1960: 236]. Les néologismes sont des mots et des locutions nouvellement surgir dans la langue, ainsi que des mots anciens employés dans un sens nouveau. Ils sont non seulement des créations indigènes, des vocables formés par les moyens internes de la langues même, mais aussi des emprunts faits à d'autres idiomes [Лопатникова 2001: 184]. La formation des mots nouveaux témoigne de la vitalité d'une langue et d'une culture. Les néologismes s'intègrent plus ou moins facilement, plus ou moins rapidement, dans la langue, parfois pas du tout.

Le «boom» neologique qui caractérise notre époque a imposé la nécessité de fixer et de définir les innovations lexicales et sémantiques. Les dictionnaires de néologismes sont destinés à donner l'explication des mots nouveaux. On interprète dans ce type de dictionnaire les significations des mots [Лопатникова 2001: 219].

Nous voudrions vous présenter le dictionnaire en ligne «L'Antidico». C'est un dictionnaire des mots qui sont absents dans les autres dictionnaires. Tous les mots de ce dictionnaire ont été rencontrés récemment dans la presse, essentiellement dans les quotidiens «Le Monde» (France) et «Le Soir» (Belgique), plus rarement dans d'autres journaux ou périodiques.

Nous avons fait l'analyse des unités lexicales pour suivre les tendances de l'enrichissement lexical du français contemporain. Les questions qui nous intéressent sont:

- classification sémantique des unités lexicales.
- caractéristique morphologique des unités lexicales;

Pour ce qui est de la classification sémantique des unités lexicales, nous avons identifié 12 groupes thématiques tels que la politique (*bolche* adj., n. Communiste), l'économie (*bankster* n.m. Fam. Gangster actif dans le domaine de la finance), le sport (*aquajogging* n.m. Jogging pratiqué dans l'eau), la religion (*chebab* n.m. Adolescent, dans les pays musulmans), la culture (*afropop* n.f. Style musical alliant musique pop et rythmes africains), la médecine (*apothicaillerie* n.f. Pharmacie) et les autres.

En ce qui concerne la caractéristiques morphologique des unités lexicales, nous avons calculé tous les substantifs, les adjectifs, les verbes et les adverbes qui appartiennent aux trois premières lettres de ce dictionnaire. Les noms prédominent, puis vont les adjectifs, les adverbes et les verbes sont beaucoup plus rares que les adjectifs.

En conclusion, il faut dire que la question de l'étude des néologismes est toujours actuelle parce que des mots nouveaux apparaissent constamment. Une langue ne cesse d'évoluer, et le vocabulaire se transforme au fil des changements de la société.

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**РЕЧЕВЫЕ АКТЫ ПРОСЬБЫ
ВО ФРАНЦУЗСКОМ ЯЗЫКЕ**

Преподаватель: Ерофеева Е.В.

Аннотация. Статья посвящена семантико-прагматическому анализу речевого акта просьбы, а также способам его выражения во французском языке.

Ключевые слова: речевые акты просьбы, прямые и косвенные речевые акты, эксплицитные и имплицитные речевые акты.

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**SPEECH ACTS OF REQUEST
IN FRENCH DISCOURSE**

Professor: Erofeeva E.V.

Abstract. The article gives a semantic and pragmatic analysis of speech act of «request», and the ways of its expression in French discourse.

Keywords: speech acts of request, direct and indirect speech acts, explicit and implicit speech acts.

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Cet article est consacré à l'étude des moyens d'expression de l'acte du discours exprimant la notion de «la demande» dans la langue française. Les demandes sont classées parmi les directifs. Ces actes de parole ont pour but de pousser (engager/motiver) le destinataire à accomplir une action ou changer d'un état. La demande est un acte du discours où le destinataire prend une position prioritaire et contrôle l'exécution d'une action qui est bénéficiaire pour le locuteur. La réalisation de la demande n'est pas obligatoire ce qui la distingue de l'ordre.

Les dictionnaires français déterminent la notion de la *demande* comme l'action du verbe **demander**: *faire connaître à qqn ce qu'on désire obtenir de lui de manière à en provoquer la réalisation*. Le nom *prière* est aussi déterminé comme l'action du verbe *prier*. L'une de ses acceptions est « *demander poliment* ». La demande peut être exprimée par les moyens directs et indirects. L'énoncé avec le verbe

performatif est le moyen direct explicite d'expression de la demande. Par exemple:

(1) - *Dites donc, je vous en prie* [9, p.192]!

Dans ce cas on utilise le verbe performatif «prier».

L'utilisation des constructions impératives est le moyen implicite d'expression directe des demandes. Il faut souligner que les impératifs sont souvent accompagnés de marques de politesse:

(2) - *S'il te plaît! Guéris-le Papa* [11, p. 298]!

Les actes indirects sont aussi très utilisés dans le discours. N.D. Aroutyunova explique ce fait par ce que le locuteur veut éviter de formuler directement ses désirs qui puissent embarrasser l'interlocuteur. Les demandes indirectes servent à atténuer l'intention communicative et donnent au destinataire la possibilité de refus [1, c. 29].

Selon le critère présence/absence des éléments du complexe directif dans la structure sémantique de la proposition, on peut diviser les moyens indirects en moyens implicites et explicites [4, c. 9]. Le moyen indirect implicite est très souvent une proposition narrative. Selon V.G. Gak cette proposition exprime la motivation pour accomplir une certaine action: *Il y a un courant d'air* [3, c. 759]. Grâce au « contexte » déterminé (l'action est bénéficiaire pour le locuteur; le destinataire prend une position prioritaire; l'exécution de la demande n'est pas obligatoire pour le destinataire) nous pouvons interpréter cette proposition comme: *Je vous prie de fermer la porte car il y a un courant d'air* [5, c. 152].

Les moyens explicites indirects reflètent les éléments de la situation et ils sont liés avec les conditions de réussite de l'acte de parole. Les propositions interrogatives sont destinées à révéler les aspects suivants de la situation pragmatique:

- Le désir du destinataire d'accomplir une action:

(3) - *Voulez-vous accepter de donner un peu de votre sang à Coban* [6, p. 384] ?

- La possibilité du destinaire d'accomplir une action désirée:

(4) - *Tu peux m'analyser ça* [6, p. 30] ?

- L'existence (la présence) des objets matériels qui sont nécessaires pour accomplir une action désirée:

(5) – *N’auriez-vous pas un autre site à me proposer* [7, p. 298] ?

- Les actions futures du destinataire à l’exécution desquelles le locuteur est intéressé:

(6) - *Tu emmèneras avec toi le jeune Duroy ici présent, et tu lui dévoileras les arcanes du métier* [10, p. 66].

- La permission au destinataire d’accomplir une action:

(7) - *Vous me permettez de la lui offrir* [9, p. 33] ?

Les exemples 4 et 5 reflètent la spécificité nationale dans l’expression de la demande.

Les propositions narratives peuvent être considérées en tant que moyens indirects explicites d’expression de la demande si elles:

- explicitent la condition de sincérité:

(8) - *J’aimerais t’y emmener avec moi* [7, p.19].

- marquent le besoin du locuteur:

(9) –*J’ai besoin de collaborateurs enthousiastes et compétents, même s’ils ont mauvais caractère* [Ibidem, p. 33].

- donnent une appréciation (une estimation) positive des actions futures du destinataire:

(10) - *Aurais-tu l’obligeance de me dessiner un canard* [Ibidem, p. 18] ?

- constatent la nécessité d’accomplir une action:

(11) - *Mais il faut vous en aller...* [8, p. 17]

- témoignent leur reconnaissance pour les actions futures du destinataire:

(12) - *Je vous serais vivement reconnaissant de le faire installer par des plombiers chevronnés* [9, p. 44].

- contiennent la demande de permettre au locuteur d’accomplir une action:

(13) - *Permettez-moi de vous guider* [7, p. 43]!

Il faut remarquer aussi que le principe de la politesse joue un grand rôle dans le discours. E.I. Belyaeva le détermine comme la stratégie particulière (spéciale) qui est destinée à la prévention des situations de conflit [2, c. 41].

Ce principe se réalise à l'aide des moyens différents: les marques de la politesse (*s'il vous plait, je vous prie, je vous en prie*); le mode conditionnel (*Pourriez-vous faire X? Voudriez-vous faire X? Vous seriez bien aimable de faire X; Auriez-vous la bonté de faire X? J'aimerais; Je voudrais; Voulez-vous faire X? Pouvez-vous faire X?*)

En conclusion il faut dire que le choix des moyens d'expression de la demande est déterminé par des facteurs sociaux. Parmi ces derniers on trouve une distance psycho-sociale, les rôles des communicateurs et l'objet de la demande.

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**ПРОБЛЕМЫ И
ПЕРСПЕКТИВЫ РАЗВИТИЯ
ЕВРОПЕЙСКОГО СОЮЗА**

Преподаватель: Скопова Л.В.

Аннотация. Статья посвящена проблемам и перспективам развития Европейского Союза, необходимости адаптации к новым условиям мировой экономики.

Ключевые слова: Европейский Союз, кризис, перспективы развития, мировая экономика.

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**LES PROBLEMES ET LES
PERSPECTIVES DU
DEVELOPPEMENT DE
L'UNION EUROPEENNE**

Professor: Skopova L.V.

L'annotation. Cet article est dédié aux problèmes et les perspectives du développement de l'union européenne et à la nécessité d'adoption aux nouvelles conditions de l'économie mondiale.

Les mots-clés: l'union européenne, la crise, les perspectives du développement, l'économie mondiale.

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Etablissement d'études: l'Université d'état d'économie de l'Oural'

L'union européenne est un groupement de 28 États européens qui ont signé le Traité sur l'Union européenne. Le PIB mondial (23 %) et le commerce international (24 %) font une partie essentielle de l'union européenne. L'union comprend les instituts d'intégration subnationaux et une zone de droit commune. Les citoyens des Etats membres sont à la fois les citoyens de l'union européenne. On a créé l'union économique avec la monnaie unique-euro.

L'histoire de la création de l'union européenne

Le premier pas à créer de l'Union européenne moderne a été fait en 1951 : la RFA, la Belgique, les Pays-Bas, le Luxembourg, la France, l'Italie ont signé Le traité instituant la Communauté

européenne du charbon et de l'acier (CECA), dont l'objectif est regroupé des ressources européennes pour la production de l'acier et du charbon. Le traité présent est entré en force en vigueur en juillet 1952.

En vue de l'intégration économique plus profondes les mêmes six États ont institué le Marché commun et de la Communauté économique européenne et encore l'Euratom en 1957 (la communauté Européenne selon l'énergie atomique). La Communauté économique européenne ayant plus de pouvoir de ses trois communautés c'est pourquoi en 1993 elle a reçu le nom de la communauté européenne.

Le processus du développement et de la transformation de ces communautés européennes en l'union européenne actuel se passait, premièrement, par la transmission d'un plus de grand nombre de fonctions de gestion au niveau subnational et, deuxièmement, par l'augmentation du nombre de participants d'intégrés.

L'union européenne à l'étape actuelle

L'union européenne – l'union internationale unique : elle réunit les signes de l'organisme international et l'État. Elle ne l'est ni l'un, ni l'autre.

Actuellement, L'union européenne comprend les pays suivants : l'Autriche, la Belgique, La Bulgarie, la Grande-Bretagne, la Hongrie, l'Allemagne, la Grèce, Le Danemark, l'Irlande, l'Espagne, l'Italie, Chypre, la Lettonie, la Lituanie, le Luxembourg, Malte, les Pays-Bas, la Pologne, le Portugal, la Roumanie, la Slovaquie, la Slovénie, la Finlande, la France, la République Tchèque, la Suède, l'Estonie, la Croatie.

L'union européenne est un membre le plus important de la communauté mondiale l'uns de trois principaux centres plus développés du monde moderne, à côté des États-Unis et du Japon. L'union européenne - la plus grande puissance de commerce mondiale; elle réalise presque un quart du commerce mondial. C'est aussi le plus grand exportateur des produits agricoles et des matières premières. L'union européenne réalise la partie principale de l'aide aux pays en voie de développement.

L'union européenne a un grand stock de charbon, de pétrole et de gaz naturel. Les pays de l'Union Européenne a six producteurs du

pétrole dans la mer du Nord. En considérant l'Union Européenne comme une unité elle le 7-ème plus grand producteur du pétrole dans le monde et son 2-ème consommateur. L'union européenne est le plus grand exportateur dans le monde et le deuxième importateur. Le commerce intérieur entre les Etats membres est favorisé de l'élimination des barrières, les tarifs et le contrôle douanier. La monnaie unique aide le commerce entre de plupart d'Etats- membres. L'accord de l'Association de l'union Européenne applique les mêmes conditions d'un plus grand nombre de pays pour influencer sur leur politique. L'union européenne présente les intérêts de tous les membres dans l'organisation Universelle commerciale.

Aujourd'hui le Portugal, l'Irlande, l'Italie, l'Espagne et la Belgique se trouvent dans la situation difficile.

L'Italie

L'Italie s'immerge aux dettes. Le pays peut devenir la victime suivante de la crise financière dans la zone d'euro. Le FMI a appelé les pouvoirs de l'Italie aux actions immédiates de la réduction des dépenses budgétaires pour la réduction du volume de la dette nationale.

Le ministre des finances de l'Italie Djoulvio Tremonti a proposé de réduire les dépenses budgétaire de 48 milliards d'euro en 3 ans. Selon Tremonti, de déficit budgétaire doit être réduit au zéro. Maintenant le déficit budgétaire comprend 3,9 % du PIB du pays.

Cependant la dette souveraine de l'Italie pas si grande 120 % que celles du Portugal, de la Grèce ou du l'Irlande. L'Italie - la troisième économie de l'Europe, et ce niveau de dette n'est pas critique pour elle. En outre l'Italie est le troisième marché de dette du monde après les États-Unis et le Japon, et donc, le pays est ferme attaché par les liens financiers à deux économies principales du monde. De plus l'Italie est encore plus é liée à la deuxième économie de la zone d'euro c'est la France, qui possède 45 % des papiers de dette de l'Italie (\$392,6 du milliard). C'est pourquoi les banques françaises ne permettront pas le défaut de paiement des dettes italiennes, ainsi que l'Allemagne n'permittra pas le défaut de paiement des dettes grecques et portugaises. La résolution de l'Union européenne est officiellement déclaré plusieurs fois.

L'Allemagne

L'économie de l'Allemagne est organisée selon le principe de l'économie de marché social, caractérisant par la combinaison de la balance sociale et de la liberté de marché. Le modèle représente le compromis entre la croissance économique et la distribution égale de la richesse. Ces derniers temps l'Allemagne éprouve certaines difficultés en la réalisation du modèle de la gestion et les problèmes de l'économie social . Le haut niveau des garanties sociales a amené à ce que 40 % du résultat net des compagnies allemandes destin a la rémunération et aux dotations aux fonds sociaux. Le haut niveau du vieillissement de la population détermine aussi les dépenses considérables pour la sécurité sociale des retraités.

La croissance de l'économie de l'Allemagne se ralentira rudement l'année suivante au fond de l'incertitude du côté de la crise européenne et le ralentissement de la croissance de l'économie mondiale.

"La crise de dette en Europe peut se transformer en crise bancaire, puisque plusieurs banques tiennent une grande quantité de reconnaissances de dette des États qui ont souffert de la crise, – ont marqué les instituts. Tout cela influence sur la croissance de l'économie de l'Allemagne".

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À l'étape actuelle, l'Union européenne a un grand nombre de problèmes. Si l'Union européenne les résoudre ce cela amènera à l'intégration plus profonde de l'Eurozone à l'économie mondiale, au contraire à la désagrégation de la zone d'euro ou à la sortie d'elle des pays avec l'économie instable.

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**ПАРЦЕЛЛЯЦИЯ В
СОВРЕМЕННОМ ЯЗЫКЕ**

Преподаватель:

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Аннотация. Парцелляция является приемом экспрессивного синтаксиса, который заключается в расчленении единой структуры на два и более отрезков, отделяемых друг от друга финальными знаками препинания.

На сегодняшний день данное явление не достаточно изучено. Наиболее дискуссионными вопросами являются вопрос об определении места парцелляции среди родственных явлений, о сущности и объеме понятия, проблема синтаксического статуса отчленяемого элемента, а также функции, присущие парцелляции.

Новым в исследовании парцелляции на современном этапе принято считать использование препозитивной позиции парцеллята, абзацное расположение парцеллятов и возможность отнесения в парцеллят главных членов предложения.

Ключевые слова: парцелляция, парцеллят, экспрессивный синтаксис, присоединение, номинативное предложение, эллипсис, актуальное членение предложения, рема.

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**PARCELLING IN THE
MODERN LANGUAGE**

Professor: Bogoyavenskaya U.V.

Abstract. Parcelling technique is the way of expressive syntax that consists in the dismemberment of a single structure for two or more segments separated each other from the final punctuation marks.

Today this phenomenon hasn't been studied enough. The most questionable issues are the question of parcelling's place among adjacent phenomenon, the nature and scope of the notion, the problem of syntactic status of the detached element and functions of parcelling.

New study parcelling at the present stage is considered to be the

Using of prepositional position of parcel, position in other paragraphs and the possibility of inclusion in parcel the main members of a sentence.

Keywords: parcelling, parcel, expressive syntax, adhesion, nominative sentence, ellipse, topic-comment, rheme.

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Le phénomène syntaxique, qu'on désigne sous le nom de la parcellation, n'est pas encore suffisamment examiné. A partir des années soixantes des linguistes, particulièrement des scientifiques russes, ont commencé à étudier profondément ce procédé. Alors, la parcellation c'est un phénomène de l'expressivité du discours qui est exprimé au moyen de deux segments parfaitement distincts et séparés l'un de l'autre par le point [1]. Les termes retranchés sont appelés les parcelles. En tant que la phrase disloquée ou bien segmentée, la parcellation pose quelques problèmes à résoudre. Aujourd'hui les spécialistes de linguistique sont particulièrement intéressés aux trois problèmes importants.

Essentiellement, la première question qui concerne la détermination de la position de ce procédé analysé parmi les phénomènes contigus est estimée l'une des plus disputées. Bien avant l'apparition du terme « la parcellation », ce phénomène était incorrectement interprété par celui de « *l'adhésion* ». Franchement, la confusion de ces notions reste présente jusqu'aujourd'hui.

A propos de ce sujet il apparaît quatre conceptions bien connues. Sous la première étude les deux phénomènes sont faussement considérés comme notions tout à fait identiques. Dans ce cas certains linguistes n'attribuent à la parcellation qu'une seule fonction du complément ce qui amène à l'identification de celle-ci à l'adhésion.

La deuxième méthode sous laquelle la parcellation fait partie du système de l'adhésion, est aussi inexacte. Il est claire cependant que dans ce cas le terme de l'adhésion se caractérise également par une large extension.

Sous la théorie suivante la parcellation et l'adhésion se manifestent de façon totalement opposée. Ces notions sont divergées

voire incompatibles liées aux mécanismes complètement différents, c'est à dire, à la fraction de la structure syntaxique unie d'une part et au complément des segments d'une autre part.

Et enfin, sous la dernière conception la parcellation consiste en disjonction d'une partie de l'énonciation tonalement et ponctuellement isolée afin d'en mettre en relief. Il arrive que la parcellation peut figurer non seulement dans la proposition indépendante et dans la proposition composée mais aussi dans les propositions exprimant des rapports de complément.

A part l'adhésion on peut trouver des constructions qui ont aussi un caractère adjacent à la parcellation comme c'est le cas de *la proposition nominative* et de *l'ellipse*. En distinguant la parcellation de l'ellipse ayant tous les deux une ressemblance formelle, les scientifiques trouvent la parcelle tout à fait dépourvue de l'indépendance de la partie de base contrairement à l'ellipse qui garde une certaine autonomie et ne dépend pas syntaxiquement de l'énonciation précédente [5]. La distinction essentielle de la parcellation de la proposition nominative consiste en leurs fonctions. Ainsi, la fonction principale de la construction parcelée est de mettre en relief l'information actuelle, vu son importance du point de vue de l'auteur, tandis qu'à la proposition nominative on n'attribue que la fonction descriptive, rarement la fonction narrative.

La question suivante concerne la nature de la parcellation et la structure de la construction parcelée. La compréhension ambiguë de ce phénomène dans les ouvrages linguistiques a amené plusieurs définitions. Malgré cette diversité des opinions, tous les linguistes reconnaissent les critères essentiels propres à chaque construction parcelée. D'abord il faut dire que la construction parcelée est formée de deux constituants : partie de base et parcelle voire parcelles. Ces composants sont retranchés par une pause dans le discours oral et par un point dans l'écrit. Le segment parcelé dépend syntaxiquement et sémantiquement de la partie de base de façon quasi perceptible. Et enfin, la parcelle est le porteur de l'information actuelle, c'est à dire, le rhème [2].

Vu tous ce qui constitue des caractéristiques essentielles de ce phénomène étudié, on peut définir la parcellation comme un procédé de la syntaxe expressive qui sert à diviser la phrase en deux ou

plusieurs parties détachées l'une de l'autre (des autres) par des signes finaux de ponctuation pour la mise en relief de l'information rhématique. Donc, la parcellation c'est un des moyens de rhématisation.

La troisième question discutée activement dans les ouvrages scientifiques, consiste le statut syntaxique de l'élément parcellé. La plupart des linguistes concluent que ce sont uniquement des termes secondaires de la proposition, des termes principaux homogènes de la proposition et aussi des parties de la phrase complexe qui peuvent être parcellés.

Aujourd'hui les savants constatent certains changements dans l'emploi des constructions parcellées. Auparavant c'est l'utilisation des constructions parcellées dans différents alinéas. Cette tendance est activisée dans le dernier temps sous une considérable influence de la langue parlée ayant le caractère fragmentaire. Ensuite vient la position prépositive de la parcellé, qui est une innovation récente étant la particularité spécifique des constructions parcellées françaises qui est vraiment courante ces derniers jours. La dernière tendance contemporaine est représentée par l'écart des liens entre les membres principaux de la proposition, le sujet et le prédicat, ce qui donne à toute la construction parcellée la teinte émotive, expressive et sémantique la plus grande.

Reste la dernière question visant les fonctions propres à toutes les constructions parcellées. La fonction de la mise en relief qui se manifeste dans chaque construction parcellée est la fonction permanente ce qui n'empêche pas d'ailleurs à l'accomplissement parallèle des autres fonctions. Ces fonctions se sont réparties selon trois aspects : l'aspect de structure, l'aspect stylistique et celui de rhématisation.

L'aspect structural inclue la fonction structurale qui consiste en séparation volontaire d'une partie importante de côté informatif de l'énonciation à l'aide de pause de point. L'étude du point de vue stylistique permet de dégager la fonction figurative, la fonction caractérologique et celle de la séparation affective remplissant par la parcellé [6]. Finalement, sous le dernier aspect la parcellé est estimée comme le moyen spécial de la rhématisation de la proposition qui possède la fonction communicative.

En conclusion on peut dire que la parcellation représente l'un des moyens principaux de la syntaxe expressive dans la langue contemporaine. A présent l'étude de celle-là, particulièrement une étude comparative, reste d'actualité et demande encore des recherches minutieuses sur plusieurs aspects de son fonctionnement.

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**ФОРМИРОВАНИЕ
ПРОФЕССИОНАЛЬНЫХ
КОМПЕТЕНЦИЙ УЧИТЕЛЕЙ
ШКОЛЫ**

Преподаватель: Васильева М.И.

Аннотация: В данной статье описывается проект "Формирование компетенций", созданный для учителей школы.

Ключевые слова: компетенции, компетентность учителя, учебный процесс.

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**THE FORMATION OF
PROFESSIONAL
COMPETENCE OF SCHOOL
TEACHERS**

Professor: Vasilyeva M.I.

Abstract: This article describes the project "Competences training" for school teachers.

Keywords: Competence, competence of the teacher, educational process.

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Le projet "La formation par compétences" c'est en cycle de trois ans de formation des enseignants pour la mise en œuvre de la formation par compétence. Ce projet est une réponse face aux défis de la mondialisation et du progrès scientifique dans le domaine de la pédagogie.

Un professeur compétent – c'est l'un qui a des connaissances théoriques, est capable de penser critique et rédiger effectuer une leçon, qui est adaptée aux exigences du temps. Le processus de conception d'une leçon tient à créer l'environnement éducatif, dans lequel l'étudiant peut, d'une part, réaliser le potentiel maximal intellectuelle, de l'autre – former ses compétence vitales.

Dans un tel projet, l'enseignant réalise la formation sur les principes de l'andragogie: l'enseignant devient responsable de l'apprentissage qu'il donne, de la formation des compétences

professionnelles et d'estime de soi. Ceux-ci seront transmis à ses disciplines, si ça deviendrait une partie intégrante de son apprentissage tout au long de la vie [Le projet "La formation par compétences 2013: 3].

Le processus d'enseignement - est structuré selon le modèle classique selon laquelle l'environnement d'apprentissage est conçu, créé et évalué. Ce programme est exprimé par les trois composantes suivantes:

- Le projet de la leçon ayant un but donné;
- Formation des compétences;
- Evaluation du succès.

Le programme permet à l'enseignant d'apprendre le processus de conception d'un environnement éducatif qui permet aux élèves la formation des compétences vitales. Ce processus est basé sur l'approche activité-personnalité, en vertu de laquelle l'étudiant travaille tout au long de la leçon. Pour cela l'enseignant conçoit les tâches d'apprentissage selon la taxonomie de Bloom, Crotwell. L'enseignant développe tant sa propre culture intellectuelle, que de ses étudiants. Les tâches sont développées avec un accent particulier sur l'adaptation sociale de l'étudiant.

Le programme considère un grand nombre d'outils pour évaluer le succès: l'évaluation authentique, évaluation de la mise en œuvre des tâches d'apprentissage (pour les niveaux de la taxonomie de Bloom), l'analyse de la trajectoire de l'enseignement, l'analyse de la dynamique de classe, la méthode du Lutoshkina, l'échelle Atwater, exercices de pyramide de l'UNESCO, etc.

La formation est réalisée sous diverses formes: l'apprentissage à distance, des webinaires, coaching et consulting à distance, coaching «face à face», les classe de maître.

Les objectifs principaux du Programme du projet - aider les enseignants à évaluer et améliorer leur enseignement. Voilà pourquoi les approches modernes de l'apprentissage et de l'enseignement sont actualisées avec la pratique des enseignants et des compétences professionnelles exigées par le temps.

Ce programme évite à reproduire les programmes universitaires ou de rétablir les lacunes de la formation secondaire (enseignement de la pensée critique, évaluation, utilisation des tech-

nologies de l'information, etc.) Au cours du Programme la PÉDAGOGIE n'est pas vu dans le contexte d'une approche systématique («processus - enseignant - élève»), et dans le contexte de l'approche méta système (pédagogie, comme un système et sa relation avec les autres systèmes: la psychologie, la gestion, la cybernétique, etc.)

Ce programme prévoit la coordination des activités pratiques des professeurs avec la recherche modernes (dans les coordonnées de l'«espace - temps»). Au cours de la formation de l'enseignant fait connaissance avec les matériaux scientifiques relatifs aux aspects pédagogiques, basés sur la pensée méta système. Ce travail fournit aux enseignants une base théorique sur lequel ils peuvent compter pendant le choix (sélection, formation, connaissance, etc), des stratégies et des approches à l'apprentissage, inclus dans le programme.

Le fondement essentielle est de plus de 10 documents d'enseignement – A. Zhaytapova etc "Pédagogie du 21e siècle", "Principes de travail intellectuel ou 101 de techniques d'enseignement", l'approche G.Rudik « L'approche par compétence dans l'enseignement » et d'autres. Les documents à lire sont présentés aux enseignants pendant la formation à distance, chaque année dans les trois modules (total - 9 modules). Les idées présentées dans ces modules sont basés sur le paradigme d'éducation des compétences, coordonnées dans la stratégie et l'approche, et sont structurées et interconnectées.

La première année d'études vise à donner une compréhension méta système de l'approche par compétences dans l'enseignement et la formation d'un acquis fondamentale - «la compétence d'apprendre » [Le projet "La formation par compétences 2013: 10].

La deuxième année est consacrée au développement aux étudiants cinq compétences essentielles identifiées par la norme européenne de qualification.

La troisième année d'étude consacrée à l'élaboration d'élèves des deux compétences critiques identifiées par la norme européenne de qualification.

Ce projet est destiné aux professeurs des écoles, aux professeurs des collèges, aux professeurs des ÉCOLES supérieures,

aux élèves, les étudiants.

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**ПРОБЛЕМА СТАРЕНИЯ
НАСЕЛЕНИЯ ФРАНЦИИ**

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**LE PROBLEME DU
VIEILLISSEMENT DE LA
POPULATION FRANÇAISE**

Преподаватель: Скопова Л.В.

Professor: Skopova L.V.

Аннотация. Статья посвящена проблеме старения населения Франции, причинам возникновения этой проблемы, необходимости адаптации к новым условиям. А также рассматривается динамика и прогнозы изменения возрастной структуры населения Франции и меры, принимаемые французским правительством.

Ключевые слова: старение населения, ожидаемая продолжительность жизни, снижение рождаемости, снижение смертности, время на пенсии, система социального обеспечения, государственная поддержка.

L'annotation. Cet article est dédié au problème du vieillissement de la population en France, aux causes de ce problème et à la nécessité d'adaptation aux nouvelles conditions. Ainsi il s'agit de la dynamique et des projections du changement de la structure de l'âge de la population française et des mesures prises par le gouvernement.

Les mots-clés: le vieillissement de la population, l'espérance de vie, la baisse de la natalité, la baisse de la mortalité, la durée de la retraite, le système de la sécurité sociale, l'assistance gouvernementale.

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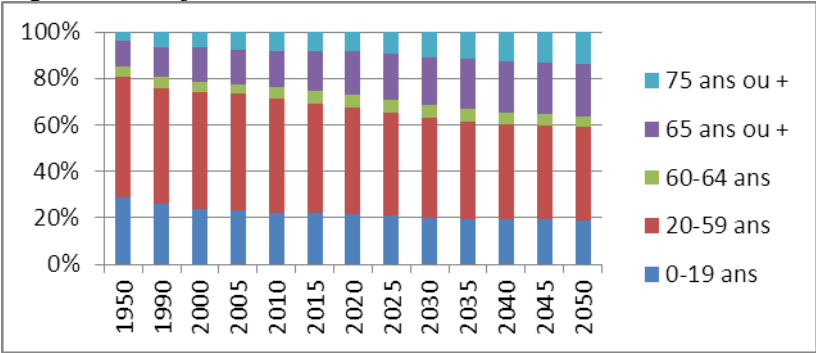
Etablissement d'études: l'Université d'état d'économie de l'Oural'

Qu'est que c'est, le vieillissement de la population? C'est ce qui résulte de l'interaction entre l'allongement de l'espérance de vie et la baisse de la natalité. Cela fait partie d'une évolution à long terme appelée le changement démographique, d'un régime à forte natalité et forte mortalité à un régime à faible natalité et faible mortalité. Les populations nombreuses nées pendant la période de

forte natalité vivent plus longtemps. De ce fait, l'ensemble de la population vieillit. Cette croissance tient à deux facteurs : l'allongement de la durée de vie et l'arrivée aux âges élevés des générations nombreuses du baby-boom.

Si on compare l'espérance de vie à la naissance en France avec d'autres pays développés, on peut constater que en France elle constitue 82 ans, soit deux ans de plus que la moyenne de l'OCDE. L'espérance de vie chez les femmes est de 86 années contre 79 années chez les hommes en France[4].

Selon les pronostics de l'INSEE, en 2050, une personne sur trois aurait 60 ans ou plus. En 2050, 22,3 millions de personnes seraient âgées de 60 ans ou plus contre 12,6 millions en 2005, soit une hausse de 80 % pendant 45 années. C'est entre 2006 et 2035 que cet accroissement serait le plus fort (de 12,8 à 20,9 millions), avec l'arrivée à ces âges des générations nombreuses issues du baby-boom, nées entre 1946 et 1975[3]. Selon le graphique suivant, on peut suivre l'évolution de la structure d'âge de la population française et son changement possible. On voit que le nombre de personnes de 20 à 60 ans qui compose la population active, sera en baisse, tandis que le nombre de personnes âgées au contraire augmentera toujours.



Le graphique 1. Évolution de la population de la France métropolitaine de 1950 à 2050 (scénario central de projection)[3]

Pourquoi le vieillissement de la population est un problème pour l'économie française? Les 45 dernières années en Europe pourraient être décrites comme « une ouverture démographique » ou

« un faste démographique ». De petits groupes nés au moment de la baisse de la natalité commencent à arriver sur le marché du travail, mais ils ne sont pas assez nombreux pour remplacer les grands groupes qui quittent le marché du travail. Ainsi, ces nombreuses personnes exigeront beaucoup de dépenses de la part du gouvernement pour leur retraite. La France est classée presque à la dernière place des pays de l'OCDE pour l'âge de l'effectif qui sort à la retraite. En 2012, il est estimé à 59,0 ans pour les hommes et 60,0 ans pour les femmes, tandis que les indices moyennes de l'OCDE constituent 64,2 et 63,3 respectivement[1]. Par conséquent, selon l'indicateur de la durée de la retraite, les Français passent en moyenne le plus d'années à la retraite parmi les pays de l'OCDE: 27,4 années pour les femmes et 22,6 années pour les hommes par rapport à respectivement 22,5 et 18,0 en moyenne dans la zone de l'OCDE[1]. Et le nombre et la proportion de personnes âgées augmentent, donc le besoin en ressources augmente aussi. Voilà pourquoi toutes les sphères de la société doivent s'adapter à ce changement. Les structures liées au travail, aux soins médicaux et à la sécurité sociale doivent être réorganisées. C'est aussi un défi de faire en sorte que les personnes de tous âges restent intégrées dans la société et de leur donner les moyens de participer au développement de la société[1].

Le vieillissement incite la société à faire usage de son potentiel humain sous-utilisé. Les gens vivant plus longtemps, les personnes âgées ont accumulé des compétences, des connaissances et de l'expérience. Elles peuvent donc apporter une grande contribution. Les dispositions prises par plusieurs pays pour intégrer les personnes âgées et leurs organisations au sein du processus décisionnel et pour encourager ceux qui souhaitent conserver leur emploi plus longtemps servent de modèle. Un exemple typique est de se détourner des soins coûteux en institution pour des soins à domicile. Les structures d'assistance dans la famille et les proches ont retrouvé leur importance, de façon à ce que l'assistance gouvernementale puisse se diriger vers la conservation des liens familiaux. Le gouvernement doit envisager les personnes âgées comme les personnes qui peuvent participer activement à la société et à son développement.

Le gouvernement devra faire des efforts pour adapter les systèmes de protection sociale, le marché du travail, la santé et les soins médicaux. Dans ces domaines, l'augmentation du nombre de personnes âgées est directement liée à la viabilité des finances publiques.

Les mesures prises par le gouvernement français pour s'adopter à la situation de vieille population:

- Continuer à réduire les possibilités de préretraite;
- Engager une réforme de la dispense de recherche d'emploi;
- Ajuster l'âge de départ à la retraite;
- Mettre l'accent sur la formation professionnelle pour tous les travailleurs;
- Établir un suivi quantitatif des objectifs de formation après 45 ans[1].

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ДЕТСКИЙ АУТИЗМ

Преподаватель: Яковлева В.А.

Аннотация: целью данной статьи является выявление симптомов и признаков аутизма у детей. Данный подход дает возможность раннего выявления заболевания и ранней диагностики.

Ключевые слова: аутизм, лечение, методики, развитие, диагностики.

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L'AUTISME INFANTILE

Professor: Yakovleva V.A.

Annotation: Le but de cet article est d'identifier les symptômes et les signes de l'autisme chez les enfants. Une approche donnée permet de révéler le début de la maladie et établir un bon diagnostic.

Les mots-clés: l'autisme, les méthodes, le traitement, le développement, le diagnostic.

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L'établissement d'études: l'université pédagogique de l'Oural.

L'autisme fait partie du groupe des troubles envahissants du développement (TED), qui apparaissent habituellement avant l'âge de 3 ans. Bien que les symptômes et la sévérité soient variables, tous ces troubles affectent l'habileté de l'enfant ou de l'adulte à communiquer et à interagir avec les autres.

Les TED les plus courants sont:

- L'autisme
- Le syndrome d'Asperger
- Le syndrome de Rett
- Les TED non spécifiés (TED-NS)
- Les troubles désintégratifs de l'enfance

L'autisme (ou le trouble autistique) est le plus connu des troubles envahissants du développement.

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Les enfants atteints d'autisme ont généralement des problèmes dans trois secteurs cruciaux du développement : les interactions sociales, le langage et la communication et le comportement. La sévérité des symptômes varie grandement entre les enfants. Un enfant atteint d'autisme sévère démontre une inhabileté totale à communiquer ou à interagir avec les autres.

Certains enfants montrent des signes d'autisme dès le plus jeune âge. D'autres se développent normalement les premiers mois ou les premières années, puis, soudainement se replient sur eux-mêmes, deviennent agressifs ou perdent le langage qu'ils ont acquis. Bien que chaque enfant ait un comportement unique, les symptômes les plus courants chez l'enfant sont:

1. Au niveau du langage et de la communication: l'enfant commence à parler plus tard que 2 ans; l'apparition d'autres retards de développement vers 30 mois; la perte des mots ou des phrases déjà acquis; l'enfant ne regarde pas son interlocuteur lorsqu'il s'adresse à quelqu'un; une incapacité à amorcer ou à soutenir une conversation.

2. Au niveau du comportement: une hypersensibilité ou une hyposensibilité à la lumière, aux sons, au toucher, à certaines textures ou une insensibilité à la douleur. Cette particularité pourrait être expliquée par un trouble du traitement de l'information sensorielle; une fascination pour certaines parties d'un objet, par exemple une roue qui tourne sur un jouet; l'enfant bouge continuellement; l'enfant ne cherche pas à partager ses intérêts avec les autres; des crises de colères, des gestes agressifs dirigés contre soi (auto-agressivité) et/ou dirigés vers autrui (hétéro-agressivité).

3. Il est préférable de consulter un spécialiste le plus tôt possible si votre enfant: ne babille pas à l'âge de 12 mois; ne fait pas de gestes pour communiquer, par exemple pointer un objet ou une image; ne dit aucun mot à l'âge de 16 mois; ne dit pas de phrase de deux mots à l'âge de 24 mois; semble perdre son langage ou des habiletés sociales déjà acquises. **Causes.** L'autisme serait un trouble du développement dont les causes exactes demeurent encore inconnues. Les chercheurs s'entendent pour dire que de nombreux facteurs seraient à l'origine des TED notamment les facteurs

génétiques et environnementaux, influençant le développement du cerveau avant et après la naissance.

Plusieurs gènes seraient impliqués dans l'apparition de l'autisme chez un enfant. Ceux-ci joueraient un rôle dans le développement du cerveau. Certains facteurs de prédisposition génétique pourraient accroître le risque d'un enfant d'être atteint d'autisme ou d'un TED.

Des facteurs environnementaux, tels que l'exposition à des substances toxiques avant ou après la naissance, des complications au cours de l'accouchement ou des infections avant la naissance, pourraient également être en cause. En aucun cas, l'éducation ou le comportement des parents face à l'enfant n'est responsable de l'autisme.

Troubles associés. Plusieurs enfants atteints d'autisme souffrent aussi d'autres désordres neurologiques, tels que :

1. L'épilepsie (toucherait de 20 à 25% d'enfants atteints d'autisme)
2. Des retards mentaux (toucheraient jusqu'à 30% des enfants atteints d'un TED).
3. La sclérose tubéreuse de Bourneville (jusqu'à 3,8 % des enfants atteints d'autisme).
4. Le syndrome du X fragile (jusqu'à 8,1% des enfants atteints d'autisme).

Les personnes atteintes d'autisme ont parfois :

Des problèmes de sommeil (à s'endormir ou à rester endormi).

5. Des problèmes gastrointestinaux ou des allergies.
6. Des crises convulsives qui débutent dès l'enfance ou à l'adolescence. Ces crises peuvent mener à des pertes de consciences, des convulsions, c'est-à-dire un tremblement incontrôlable de tout le corps ou des mouvements inhabituels.
7. Des troubles psychiatriques tels que l'anxiété (très présente et reliée à la difficulté à s'adapter aux changements, qu'ils soient positifs ou négatifs), des phobies et de la dépression.

8. Des troubles cognitifs (troubles de l'attention, troubles des fonctions exécutives, troubles de la mémoire, etc.)

Vivre avec un enfant souffrant d'autisme amène beaucoup de changements dans l'organisation de la vie familiale. Les parents et la fratrie doivent faire face à ce diagnostic et à une nouvelle organisation de la vie quotidienne, ce qui n'est pas toujours très simple. Tout ceci peut engendrer beaucoup de stress pour l'ensemble du foyer.

Prévalence. Environ 6 à 7 personnes sur 1000 seraient atteintes d'un TED chez les moins de 20 ans, soit un enfant sur 150. L'autisme affecterait 2 enfants de moins de 20 ans sur 1000. Un tiers des enfants avec TED présenterait un retard mental associé. (Données 2009 de la Haute Autorité de Santé - HAS, France)

Au Québec, les TED affecteraient environ 56 enfants d'âge scolaire sur 10 000, soit 1 enfant sur 178. (Données 2007-2008, Fédération québécoise de l'autisme)

Aux États-Unis un enfant sur 110 serait atteint d'un trouble du spectre autistique.

Depuis les 20 dernières années, le nombre de cas d'autisme a augmenté de façon spectaculaire et figure maintenant parmi les handicaps les plus recensés en milieu scolaire. De meilleurs critères diagnostiques, l'identification de plus en plus précoce des enfants avec un TED, ainsi que la sensibilisation des professionnels et de la population ont sans doute contribué à l'augmentation de la prévalence des TED et ce, partout dans le monde.

Diagnostic. Bien que les signes de l'autisme apparaissent souvent vers l'âge de 18 mois, un diagnostic clair n'est parfois possible qu'à l'âge de 3 ans, lorsque les retards de langage, de développement et les interactions sociales sont plus évidents. Plus l'enfant est diagnostiqué tôt, plus on peut intervenir tôt.

Pour établir un diagnostic de TED, divers facteurs doivent être observés dans le comportement de l'enfant, son habileté du langage et ses interactions sociales. Le diagnostic de TED est posé après une investigation pluridisciplinaire. De nombreux examens et tests sont nécessaires.

En France, il existe des Centres de Ressources Autismes (CRA) qui bénéficient d'équipes

pluridisciplinaires spécialisées dans la pose du diagnostic de l'autisme et des TED.

Il existe différentes méthodes pour le traitement de l'autisme infantile, par exemple:

1. Musicothérapie: des études ont fait état des effets positifs de la musicothérapie auprès des enfants et des adolescents dans le traitement de l'autisme. Les avantages rapportés sont notamment une augmentation des vocalisations, des verbalisations, des gestes, de la compréhension de vocabulaire, de l'attention liée à la tâche, des actes de communication, du jeu symbolique et des habiletés aux soins personnels, ainsi qu'une diminution de l'écholalie (répétition automatique des phrases au fur et à mesure qu'on les entend). Les chercheurs ont aussi observé une amélioration de la conscience du corps et de la coordination, et une diminution de l'anxiété. Par contre, les résultats sont mitigés à l'égard de l'effet sur les troubles de comportement. Il reste aussi à définir clairement les avantages à long terme.

2. Mélatonine: une méta-analyse[11] portant sur 35 études a démontré que la mélatonine administrée à des enfants atteints de troubles du spectre autistique pourrait améliorer les problèmes de sommeil, le comportement durant le jour tout en ayant peu d'effets indésirables.

3. Massothérapie: en 2011, une revue systématique a évalué les études publiées sur les effets thérapeutiques du massage dans le traitement de l'autisme chez les enfants[5], en particulier pour améliorer le langage et les habiletés sociales. Les auteurs concluent que les massages pourraient être profitables aux enfants autistes s'ils sont combinés à d'autres thérapies, comme des thérapies de langage, de comportement et de communication sociale.

4. Acupuncture: trois importantes revues de la littérature ont conclu que l'acupuncture n'avait pas d'effet très clair sur le traitement des troubles du spectre de l'autisme[10]. D'autres études mieux structurées et comportant un plus grand nombre de sujets doivent être menées auprès d'enfants et d'adultes pour en évaluer l'efficacité.

A ce jour, aucun facteur de risque lié à l'autisme n'a pu être établi de manière scientifique. Il n'y a pas de moyen de prévenir l'apparition de l'autisme ou d'un TED.

Le problème de l'autisme reste actuel.

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**ЭКОНОМИЧЕСКАЯ
КАРТИНА ФРАНЦИИ**

Преподаватель: Кустова А.Е.

Аннотация. Статья посвящена основным экономическим отраслям французской экономики.

Ключевые слова: экономика, отрасли, машиностроение, ВВП, промышленность, экспортировать, импортировать, производитель, энергетика.

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**IMAGE ÉCONOMIQUE DE LA
FRANCE**

Professor: Kustova A.

Annotation. L'article est consacré aux branches essentielles de l'économie en France.

Mots clés: économie, branche, industrie automobile, PIB, industrie, exporter, importer, producteur, énergie.

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À la fin de la Seconde Guerre mondiale, la France occupe le 21^e rang ; elle est aujourd'hui la 4^e puissance économique mondiale et la 2^e puissance mondiale pour les exportations par habitant. Pourtant, la France donne l'image d'un pays au caractère agricole et touristique très marqué, à côté toutefois de quelques réels sites industriels spectaculaires.

Aujourd'hui, l'économie française s'inscrit dans un régime d'économie libérale, ouverte à la concurrence européenne et mondiale. Elle a su créer de grandes entreprises multinationales dans tous les domaines : TotalFinaElf (pétrole), Alcatel (industries électriques et électroniques), Vivendi Universal (téléphonie, multimédia, produits culturels), EADS (Airbus, Ariane, armement), Carrefour (grande distribution), Axa (assurances), Renault (automobiles), Michelin (pneus), Accor (tourisme hôtelier), BNP-Paribas

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(banque), Danone (produits alimentaires et eau minérale). Fortement exportatrice, la France est aussi le troisième investisseur mondial à l'étranger.

La France est un des pays les plus ouverts sur l'extérieur. Près d'un quart de sa richesse dépend de ses ventes à l'étranger. C'est moins que l'Allemagne mais plus que le Japon ou les Etats-Unis.

Les principaux partenaires commerciaux de la France sont l'Allemagne (1^{er} client, 1^{er} fournisseur), les Etats-Unis, la Grande-Bretagne, l'Italie, mais aussi l'Espagne et le Portugal ainsi que la Pologne.

Aujourd'hui, les entreprises françaises choisissent de s'implanter directement à l'étranger : pas seulement les grandes comme Renault mais aussi les petites : en Espagne, on compte ainsi 1 400 entreprises françaises)

La France est d'autre part un pays très accueillant pour les investisseurs étrangers qui participent fortement à la richesse nationale et à la création d'emplois.

LES TRANSPORTS

La compagnie EADS est aujourd'hui le troisième constructeur mondial: avec Airbus et sa gamme d'avions, véritable réussite technologique et commerciale, et Ariane, premier producteur européen des hélicoptères et du matériel militaire.

L'industrie automobile est aussi un des secteurs les plus dynamiques de l'industrie française. Renault et Peugeot-Citroën ont su s'adapter, se moderniser et proposer des modèles attractifs. Il faut aussi associer Michelin, le deuxième constructeur mondial de pneumatiques, à la réussite de cette industrie.

L'ÉNERGIE

L'indépendance énergétique de la France a été un souci constant de ses dirigeants depuis plus d'un siècle. Assurer l'approvisionnement en pétrole a constitué une priorité politique, économique et industrielle.

La France a cherché ailleurs ce qu'elle n'avait pas chez elle. Deux sociétés nationales aujourd'hui privatisées et fusionnées (соединенные), Total et Elf, ont permis de construire le quatrième groupe pétrolier mondial et le cinquième chimiste.

Les écologistes souhaitent le développement d'une nouvelle source d'énergie naturelle : le vent. Dans les parties de la France exposées au vent, on installe aujourd'hui des éoliennes pour capter cette énergie.

L'INDUSTRIE DU LUXE

Coco Chanel a inventé le luxe moderne en l'adaptant à un monde qui bouge et Pierre Cardin a élargi son marché en créant le prêt-à-porter.

De nouveaux créateurs (Jean-Paul Gaultier), de nouvelles boutiques d'art de vivre (Colette), de nouveaux designers (Philippe Starck) permettent à ce secteur du luxe de s'adapter aux nouvelles formes de vie et aux nouvelles exigences de ce marché.

LA GASTRONOMIE

«Comment voulez-vous gouverner un pays qui a trois cent cinquante sortes de fromages?» Ce bon mot du général de Gaulle montre à quel point la gastronomie est par tout, y compris en politique... En témoignent le roi Henri IV et sa « poule au pot», Marie-Antoinette proclamant : «Qu'ils mangent de la brioche! Pendant la révolution française on a apparu l'expression «cuisine politique» pour exprimer des trucs politiques douteux.

La gastronomie, les plaisirs de la table sont le premier sujet de conversation des Français à table. Ils sont à l'origine d'un nombre considérable d'ouvrages, guides, livres de recettes, livres de grands cuisiniers, et de nombreuses émissions de radio et de télévision. Parmi les plus célèbres, le guide Michelin né en 1900 qui donne des étoiles (de une à trois).

Aujourd'hui, on assiste à une médiatisation très forte des grands chefs du fourneau, devenus aussi célèbres que les grands couturiers : tout a commencé avec Paul Bocuse, inventeur de la nouvelle cuisine qui est devenu plus légère et plus respectueuse.

Il ne faut pas oublier cette gastronomie du quotidien qui se transmet de génération en génération ; une gastronomie faite des produits régionaux et de traditions familiales qui coupent la France en deux parties: au nord, la cuisine au beurre, au sud, la cuisine à l'huile.

Des fromages au choix

Comme pour les vins, certaines régions sont célèbres pour leurs fromages, telle la Normandie pour le camembert. Le roquefort, fromage bleu fabriqué avec du lait de brebis dans le centre de la France, est devenu pour José Bove le symbole de sa lutte contre une alimentation industrielle internationale. 93 % des Français mangent du fromage régulièrement : 11 % en mangent 25 fois par semaine, 33 % 14 fois et 56 % 6 fois. « Du pain, du vin et du fromage » : pour beaucoup de Français, c'est ça le vrai plaisir gastronomique.

LE TOURISME

La France accueille chaque année plus de 70 mil lions de touristes : c'est la première destination touristique avec les Etats-Unis. Allemands, Anglais, Néerlandais et Belges, Italiens sont les groupes de visiteurs les plus importants.

La géographie et ses paysages, le climat, le domaine maritime varié, l'histoire, le patrimoine et la culture expliquent ce succès.

Les principales destinations sont:

- Paris, l'Ile-de-France et la vallée de la Loire avec leur richesse artistique, leurs châteaux et leurs parcs d'attractions;
- la Provence et la Côte d'Azur pour leur climat, les paysages de Cézanne et Van Gogh, leurs villages et une tradition de villégiature (курортная жизнь) luxueuse (Nice, Cannes, Monaco);
- le Grand Ouest (Normandie, Bretagne, Vendée) pour la beauté de ses côtes, ses immenses plages et ses sites historiques (plages du Débarquement, Saint-Malo) et artistiques (Mont-Saint-Michel) ;
- les Alpes pour les sports de neige ;

Ainsi les atouts de la France sont divers: transports, télécommunications, industries agroalimentaires, produits pharmaceutiques, mais aussi le secteur bancaire, l'assurance, le tourisme, sans oublier les traditionnels produits de luxe (maroquinerie, prêt-à-porter, parfums, alcools, etc).

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**КОНЦЕПЦИЯ СОЗДАНИЯ
БУТИК-ОТЕЛЯ**

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**LA CONCEPTION DE LA
CREATION DE L'HOTEL-
BOUTIQUE**

Преподаватель: Колесова Е.М.

Аннотация. L'article est consacré à l'élaboration du concept d'un l'hôtel-boutique à Ekaterinbourg. à l'histoire de la formation d'un hôtel-boutique dans le monde. Dans cet article il s'agit des caractéristiques des hôtels-boutiques et des concurrents à Ekaterinbourg.

Ключевые слова: l'hôtel-boutique, l'hôtellerie, le design, le service.

Professor: Kolessova E.M.

Abstract. This article is devoted to developing the concept of a boutique hotel in Ekaterinburg. The article deals with the history of a boutique hotel's coming into being in the world, it treats the concept of "boutique hotel", its main advantages and competitors in Yekaterinburg.

Keywords: hotel-boutique, design, service, client.

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Le concept de l'hôtel-boutique est répandu dans le monde. Dans les pays européens on peut les trouver en Espagne et en France. En Asie du Sud en Thaïlande on observe l'augmentation rapide du nombre d'hôtels-boutiques, surtout à Phuket et à Hua Hin. Les autres villes dans lesquelles des hôtels-boutiques sont de plus en plus populaires sont Bangkok, Singapour, Hong- Kong, Paris, Londres et New York. Cela démontre que le concept de l'hôtel-boutique a dépassé le style typique des capitales mondiales et sort au nouveau marché.

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Il y a un nouveau groupe de résidents qui ont besoin d'hôtels plus individualisés. En 1980-90, les clients de grands réseaux d'hôtel ont exigé un niveau plus élevé de service, là où ils se trouvaient. L'hôtellerie a répondu à cela en créant les hôtels normalisés similaires partout dans le monde. Mais beaucoup de voyageurs n'étaient pas satisfaits et exigeaient encore des salles standards propres avec des lits confortables, un service de qualité et une approche plus individualisée. A cause de cela on a vite développé des hôtels-boutiques, orientés vers le design, différent des autres. Les hôteliers ont commencé à faire les premières tentatives il y a une dizaine d'années.

Les opérateurs d'hôtel créaient simplement des hôtels dans le style «luxé Bvlgari» ou «luxé Ferragamo» et ajoutaient des accessoires confortables des fabricants bien connus dans les salles de bains. Aujourd'hui, certains opérateurs d'hôtel ont décidé d'ouvrir des hôtels entièrement dédiés à une marque.

L'apparition des marques connues sur le marché de l'hôtellerie est justifiée. L'idée de chaque marque est bien claire. La marque «easyJet» offre des chambres d'hôtel sans fioritures aux prix les plus bas possibles. «IKEA» - «des hôtels avec une bonne conception aux prix les plus bas possibles». «Armani» promet "l'élégance, le luxe et le style". En outre, ces marques ont une clientèle fidèle, qui est susceptible d'être intéressée par les hôtels.

La concurrence dans ce secteur devient plus haine, mais une chose est certaine - alors que le groupe d'hôtels peut prendre plusieurs années et plusieurs hôtels pour le développement d'une marque reconnaissable, «Versace» et «Bvlgari» exige un seul hôtel, «Armani» et même simplement le projet.

L'hôtel-boutique (du français *Boutique* - petit magasin) - le type de petits hôtels, habituellement jusqu'à 10 chambres, se positionne comme élégant et exclusif.

Les caractéristiques des hôtels-boutiques, ou autrement dénommés des hôtels design sont suivantes:

- Dans les hôtels-boutiques on assure non seulement la sécurité personnelle de l'invité, mais aussi la confidentialité de sa vie privée;
- Une souci particulière du personnel (un hôtel-boutique est conçu pour un petit nombre des invités);

- Un prix pas cher, essentiellement le prix moyen des chambres "Standard" et "Suite";

- L'hôtel-boutique possède du style unique en son genre.

Mon travail de cours qui est consacré à ce sujet, contient les objectifs suivants:

- Révéler le concept de «l'hôtel-boutique» dans la classification actuelle des hôtels;

- Analyser les services fournis par les hôtels-boutiques à Ekaterinbourg;

- Présenter mon concept de la création de l'hôtel-boutique [Moussakine 2007: 35].

En ce moment dans notre ville il y a deux hôtels-boutiques: l'hôtel-boutique «Pastel» et l'hôtel-boutique «Tchekhov».

L'hôtel «Pastel» est situé sur une petite montagne météo, rue Bazhova, 193. Le design d'intérieur est accompli dans le style du XVIIIème siècle de la France. Les chambres portent le nom des personnes célèbres de ce pays: «Joséphine et Bonaparte», «Bovary», «Mansart».

L'hôtel «Tchekhov», est situé au centre de notre ville. Cet hôtel dispose d'une catégorie 3 «étoiles». Il est décorée en couleurs classiques et transmet l'atmosphère de l'époque dans laquelle vivait Tchekhov.

Ces hôtels-boutiques sont populaires auprès des invités et des habitants de notre ville, mais ils ne sont pas assez nombreux. Ces hôtels-boutiques sont populaires en Europe et aux Etats-Unis.

L'idée de base du design d'intérieur – ce sont les chambres confortables, un appartement ordinaire stylisée. Les clients ont l'impression de l'atmosphère domicile.

Cette technique est déjà utilisée dans «Room-café». Deux étages de ce café sont stylisés en salons. L'intérieur est remarquable, il attire par son atmosphère: le papier peint à rayures, des canapés et des étagères à l'ancienne au plafond avec des œuvres célèbres des classiques.

Je voudrais proposer une chambre selon ma conception:

- Le papier peint à rayures et tons clairs;

- Un lit mou avec dais ou un canapé;

- Les plantes dans les chambres;

- Décor: des peluches, des figurines et de divers services de table;

- La bibliothèque.

Tout cela donne à l'intérieur et aux yeux des invités russes l'habitude domicile et cela sera intéressant aux visiteurs étrangers.

Je voudrais attirer aussi l'attention particulière au personnel. Malheureusement, dans de certains hôtels restent les règles soviétiques russes de service et cela nous empêche d'obtenir le niveau international. Je propose de réunir le personnel qui travaillera en équipe et la gestion de l'hôtel sera orientée vers le travail en équipe.

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